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# DETAILED SYLLABI

OF

DIFFERENT SUBJECTS

FOR THE

JUNIOR BASIC,  
PRIMARY AND MIDDLE DEPARTMENTS

OF

RECOGNISED SCHOOLS FOR BOYS & GIRLS

IN THE

PUNJAB (India)



AS APPROVED BY THE PUNJAB GOVERNMENT,  
SIMLA.

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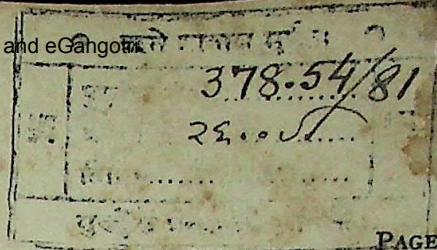
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पुस्तक संख्या.....	
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पुस्तक पर सर्व प्रकार की निशानियां लगाना वर्जित है। कोई सज्जन पन्द्रह दिन से अधिक देर तक पुस्तक अपने पास नहीं रख सकते। अधिक देर तक रखने के लिये पुनः आज्ञा प्राप्त करनी चाहिये।	



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## FOREWORD

The Punjab Advisory Board of Education, with the Hon'ble Minister of Education as chairman, consisting of officials, members of the Legislature, representatives of the Punjab University and headmasters was set up in this State in December 1949 in order to advise Government in all matters connected with Education.

This Board set up four committees on Primary, Secondary, Physical and Social Education to examine and overhaul the existing curricula and prepare detailed syllabi for the different subjects to be taught in our Primary and Middle Schools to suit the changed requirements of the nation, with the advent of freedom.

The distinguishing features of this new scheme of studies are that special emphasis has been laid on Health, Social and Recreational Activities. While in the case of Junior Basic Schools, all teaching is to be centred round a basic craft (Agriculture or Spinning and weaving), the subjects of study in the case of existing Primary Schools, both for boys and girls and Primary Departments attached to Secondary Schools will be the same; excepting the Basic Craft, so that when funds and trained teachers are available, all these schools may be easily convertible to Basic Schools. This has been laid down as the policy of this State.

This strenuous work has been done cheerfully and laboriously by these committees under the personal guidance of Dr. K. C. Khanna, M. A., Ph. D. Director of Public Instruction Punjab, with the assistance of Shri D. D. Mal, M. A., Social Education officer Punjab and Secretary of the Provincial Advisory Board of Education.

It is hoped that the changes introduced will help to produce healthy, self-reliant, patriotic and useful citizens, suited to the various tasks and careers in life in accordance with their aptitudes.

29th May 1950

Sd. Kartar Singh  
Minister of Education  
Punjab (India)







## CHAPTER I.

### SUBJECTS OF STUDY FOR JUNIOR BASIC AND PRIMARY SCHOOLS AND PRIMARY DEPARTMENTS.

1. Basic Craft.      Agriculture or Spinning and Weaving;  
   Or  
   Activities for Primary Schools
2. Health and Social Activities and Social Studies.
3. Language.      Mother tongue. (Hindi or Punjabi or Urdu)
4. Second Regional Language. (Hindi or Punjabi or Urdu.)
5. Arithmetic.
6. General Science.
7. Recreational Activities, including Physical Education.

*Note:-* In the case of Girl Schools and Co-educational Schools, the syllabus for Class V in different subjects shall be the same as for class V indicated under Junior Secondary Schools.



## CHAPTER II.

## OBJECTIVES.

The following objectives have been kept in view in framing the curricula of Junior Basic Schools in particular, but in schools where the Junior Basic Syllabus cannot be immediately introduced, because the teachers are not trained, certain modifications in teaching the syllabus will be necessary. It is understood however, that such schools will strive to carry on the teaching so far as possible in the spirit of the objectives laid down in the case of Basic Schools. Correlation may not be so methodical in the Primary Schools but it should be aimed at:—

A. i. To develop love of truth and moral values.

ii. To help the child to develop healthy body and healthy mind.

iii. To provide opportunities for the child to develop his personality and to enable him to understand his environment in relation to his basic needs (food, shelter, and clothing).

iv. To help each pupil to use in his daily life the skills of reading, writing, arithmetic, seeking information and expressing himself creatively and artistically.

v. To develop in the child qualities of good citizenship and to imbue him with patriotic fervour, helping him to take his full share in the life of the home, neighbourhood and country.

vi. To develop in the child zeal for the service and betterment of the society, in which he lives.

vii. To provide facilities to the child to make his full contribution to the wealth of the nation in learning through purposeful, creative and productive activities related to the basic-crafts suited to his environment.

B. Age limit.

Age of admission to a Junior Basic School should be six plus and admission should be made once a year in April, May and June. Each Junior Basic School would have a pre-basic class attached to it, where children between the ages of 5 and 6 would be admitted.

C. Requirements:—

i. A suitable school building with proper arrangement for light, air, water, urinals, latrines and enclosure.

ii. Space in the school compound for gardening, out-door activities and play and in the class room for craft work and other activities.

iii. Equipment for class work, library, crafts, creative and recreational activities.

iv. Trained and earnest teachers understanding and believing in the objectives as laid down in the syllabus.



## CHAPTER III.

**Basic Craft. Agriculture. Classes (I—V).**

This major craft should be correlated to other crafts; such as spinning and weaving, woodwork or clay-modelling in order that the children may go through a series of integrated experiences of the three basic needs of life, namely food, shelter and clothing.

**Classes I and II.**

The children in these two classes will spend the time that is set aside for the basic craft in practical activities. They will visit the fields and gardens in the neighbourhood of the school, in order that they may be able to observe and become familiar with the plant and animal life in their immediate environment. They will reproduce their observations by means of clay, colour and other materials. They will also make collections for their exhibits. They will describe their trips which should provide subjects for self-expression and simple arithmetic.

The pupils should be provided with a piece of land to be used as a garden-plot for growing vegetables and flowers with the help of the teacher. They should also be supplied with suitable tools especially prepared for them.

**CLASS I.**

A good approach to this basic craft for Class I could be made through building a small play-house. Sufficient land should be allotted for a small play-house with courtyard and for the children's garden plot, with provision for pet animals.

**I. Practical Work.**

1. Laying out a small piece of land for a garden plot.
  2. Preparing the seed bed. (Digging and ploughing to be done by older students or adults.)
    - (a) Levelling.
    - (b) Manuring.
    - (c) Watering.
    - (d) Preparing it for the crops to be sown.
  3. Securing seeds of the following vegetables:—
    - (a) Spring and Summer Season: Cucumber, Kakri, Ram Tori, Ghia Kaddu, Tindo, Brinjals, Karela and Bhindi Tori.
    - (b) Winter Season:—Radish, turnip, Carrot, Spinach, Methi, Sarson, Peas, Tomato, Dhanya.
  4. Growing of common flowers:
 

Spring and Summer Season:—Sun flower, Globe-amaranth (Gul Tukma), Marigold.

Winter Season:—Calendula (Gul-ashrafi), Marigold, Cosmos, Corn-flower.
  5. Sowing of seeds.
- At this stage the children can assist the teacher in keeping a class diary.



## 6 Care of plants.

- (a) Watering
  - (b) Weeding.
  - (c) Mulching.
  - (d) Destroying harmful insects.
  - (e) Providing cover to protect from frost.
7. Picking of Vegetables.
  8. Weighing, measuring and selling.
  9. Collecting seeds and labelling them.
  10. Making a small manure pit,

## II. Correlated knowledge.

1. How a plant develops from seed.
2. The different parts of a plant.
3. What a plant needs for its growth, soil, water, food, light, air, shelter and care.
4. What animals need for their growth, food, shelter, clothing, air, light and care.
5. How plants help us and how we help them.
6. Our bird and animal friends of the neighbourhood.
7. Identifying a few plants.
8. Collection of specimens of roots, stems, leaves, flowers and seeds in an album made from sheets of old newspapers.

## CLASS II

It is suggested that in this class a good approach to the basic craft can be made by making a small play village with fields represented by the children's garden beds. Each pupil should keep a diary for the recording of his daily work in the garden and his observations.

## I. Practical Work.

1. Laying out of the garden plot into individual beds, each representing separate fields.
2. Preparation of beds for sowing.
  - [a] Digging.
  - [b] Levelling.
  - [c] Manuring.
  - [d] Watering.
  - [e] Preparing them for the crops to be sown.
3. Laying out a small bed for raising seedlings [To be worked co-operatively].



4. Drawing up a plan or a simple calendar of cultivation for the cultivation of vegetables in their beds.
5. Securing seeds of vegetables selected.
6. Securing seeds of flowers selected. [These will be grown around the children's play-village].
7. Sowing seeds:—
  - (a) Proper distance.
  - (b) Proper depth.
8. Sowing seeds in the nursery beds.
9. Transplanting seedlings when ready. Care in digging out the seedlings, handling, immediate watering, planting at proper distances and protection.
10. Care of the crops in their beds:—
  - (a) Watering.
  - (b) Weeding.
  - (c) Mulching.
  - (d) Destroying insect pests.
11. Picking and marketing of produce. Care in picking, weighing, selling and keeping accounts.
12. Collection and preservation of seeds.
  - (a) Seed selection.
  - (b) Preservation.
13. Care of pet animals.
14. Collection and preservation of manure.

## II. Correlated knowledge.

1. Soil and manure required for the garden.
2. Four seasons in the garden.
3. How a plant grows.
4. The different parts of a plant and their functions treated very simply.
5. Preparing a planting calendar.
6. Learning with the assistance of the teacher. Identification of plants grown in the children's garden and in the neighbourhood.
7. Identification of common weeds.
8. Identification of common birds in the garden.
9. Identification of common insects.
10. Learning about vegetables especially good for our health.
11. Collection of seeds.
  - (a) When and how.
  - (b) Selection.
  - (c) Methods of preservation.



12. Collection of specimens of different plants and their parts in the individual albums.

### CLASSES III AND IV.

In these classes pupils can do more work and can handle bigger garden tools and other agricultural implements. They should also be able to grow a few grain crops as well as some cotton in addition to vegetables.

At this stage a good approach to the basic craft should be made through creating interest in co-operative farming for school. This will include the following:—

- a. Food crops:-Vegetables and a few grain crops, including pulses.
- b. Clothing:-Some cotton.
- c. Fodder for animals,

### CLASS III.

#### I. Practical Work.

1. Laying out of the garden plot.
2. Preparation of the land for crops.
  - (a) Digging.
  - (b) Levelling.
  - (c) Manuring.
  - (d) Watering.
  - (e) Preparation of the seed beds.
3. Marking out and preparing a small corner for a nursery.
4. Securing seeds.
5. Sowing seeds in the beds and the nursery.
6. Transplanting seedlings,
7. Care of crops.
  - (a) Weeding.
  - (b) Mulching.
  - (c) Watering.
  - (d) Destroying insect pests.
  - (e) Fencing or hedging,
8. Rearing of some common insects to see the different stages in their life history and learning methods of prevention and control of harmful insects.
9. Rearing of caterpillars.
10. Picking and marketing of produce; weighing, selling and keeping accounts.
11. Collection and preservation of seeds; seed selection and the methods of preservation.
12. Assisting the teacher in composting of manure.



## II. Correlated Knowledge.

1. The syllabi of classes I and II carried further.
2. Explanation of the following in very simple terms;—
  - (a) Embryo.
  - (b) Cotyledons.

Embryo grows into plumule and radical. Growth of plumule upwards and radical downwards. What happens to the cotyledons as the plant grows.
3. Good and bad seeds.
4. Explanation in simple terms of the root system.
  - (a) Taproot,
  - (b) Secondary roots.
5. Explanation in simple terms of the stem, different shapes, bark and wood, nodes and internodes, buds, branches and leaves.
6. Functions of the root and the stem.
7. What plants do for us. They provide food, clothing and shelter.
8. Naming and recognition of the principal crops and animals in the neighbourhood.
9. Identifying seeds of the crops grown.
10. Sources of water supply.
11. Study of wheat, gram and cotton plants.
12. Observation of cloudy and rainy days and days on which there is a dust-storm and a daily record of weather should be kept.
13. Life history of a butterfly and a grasshopper
14. Knowledge of the home dairy animals and products.
15. Individual albums for the collection of plants and parts of plants.
16. Collection of insects in different stages in bottles (to be done cooperatively),
17. Common tools and implements we use for cultivation.

## CLASS IV.

## I. Practical Work.

1. Laying out of the garden plot into beds for;—
  - (a) Vegetables
  - (b) Grain crops and cotton.
  - (c) Fodder crops
  - (d) A nursery for raising vegetable and flower seedlings as well as for plant propagation from seeds and cuttings.
  - (e) An observation plot to be used for simple experiments.



## 2. Preparation of land.

- (a) Digging.
- (b) Levelling with the scraper (Jandra).
- (c) Manuring.
- (d) Watering.
- (e) Preparing the seed bed.

## 3. Securing seeds.

## 4. Sowing seeds in the beds and in the nursery.

## 5. Planting in the nursery :—

- (a) Cuttings of some common and useful plants at the proper season.
- (b) Seeds of lemon (kagzi nimbu), lime, (khatti) ber, nim, shisham, and kikar at the proper season.

## 6. Transplanting seedlings of vegetables and others.

## 7. Care of crops.

- (a) Thinning.
- (b) Weeding.
- (c) Mulching.
- (d) Watering.
- (e) Control of insect pests and diseases, by hand picking and dusting with ashes, with insecticides and fungicides.
- (f) Hedging or fencing.

## 8. Rearing and collection of common insects to study the different stages in their life history. The pupils should make their own rearing cases or boxes.

## 9. Picking and thrashing of products.

## 10. Marketing, weighing, selling, keeping records and calculating profit and loss on the basis of the cultivated area.

## 11. Cooking.

Lessons in cooking and nutrition should be given occasionally during the year.

Collection and preservation of seeds, seed selection and methods of preservation.

## 13. Observation plot should be used for conducting experiments relating to manuring, spacing and growing of different varieties.

## 14. Composting of manure, farm yard and leaf mould.

## 15. Beautifying the school compound.

## 16. Collection of roots, stems, leaves, flowers and weeds in albums individually.

## II. Correlated Knowledge.

- 1. The syllabi for classes I, II and III carried further.
- 2. Seeds and their parts, dispersal of seeds.
- 3. Essentials for the germination of seed and healthy growth of plants.
- 4. Good and bad seed. Simple tests for seeds.



5. Study of the root system, different types of roots.
6. Study of the stem, different kinds of stems.
7. Study of the leaf, shape, simple and compound leaf.
8. Functions of the root, the stem, and the leaf.
9. Parts of plants used as food.
10. Recognition of different soils of the locality.
11. Water, its importance to plants. Sources of water supply.
12. Manure, its need, methods of preservation, composting and pit system.
13. Elementary knowledge of the crops grown in the locality.
14. Why we eat.
15. Weeds: names and identification, damage done by weeds and measures of control.
16. Our food and of what it consists,
17. Different foods necessary for our health, growth and vitality,
18. Elementary knowledge of milch and draft animals of the Punjab.
19. Simple land measurement.

#### CLASS V.

Making food the centre of interest, the teacher should make clear that food is the most important need of man and every one should make his or her contribution to its production.

The crops, agricultural operations, animals and implements of the farmers in the neighbourhood should be utilized for observation and also to make up for what the school plot will not be able to provide.

It will, therefore, be very essential that trips to the neighbouring villages and fields should be made very often and that a very careful and systematic record of the observations made and the knowledge gained should be kept by each pupil.

#### I. Practical Work.

1. Laying out of the land into plots to provide for the following :  
(This should include land measurements by "Kadmi" and "Jarib" methods and finding out the area of a piece of land].  
(a) Cultivation of important crops:—cereals, pulses, oil seeds, fodder crops and vegetables.  
(b) A nursery for annuals, shrubs, and trees and for raising plants from seeds, cuttings and suckers. Collection and and planting of medicinal herbs.  
(c) An observation plot.
2. Preparation of the soil for the above.
3. Securing of seeds. Testing seeds before sowing.
4. Sowing seeds, using different methods of sowing.
5. Transplanting seedlings.
6. Care and protection of crops.
7. Harvesting.



8. Storing and marketing of the produce.
9. Seed selection and storage.  
as in Class IV.
10. Collection of exhibits in albums to be continued from the previous class.
11. Cooking, preparation of a simple meal. Lesson in nutrition to be continued.
12. Preservation of vegetables and other farm produce: Chatni, 'Achars', drying and preserving fruit juice.
13. Simple repairing of tools and implements.
14. Composting of manure.

## II. Correlated Knowledge.

1. Revision of the work done and knowledge gained in Classes I-IV.
2. More detailed study of the different parts of a plant and their functions.
3. Living and non-living things and their differences.
4. Main classes of plants, land and water-plants, parasites and saprophytes, epiphytes, creepers and climbers.
5. How plants grow and store food.
6. How long plants live, annuals and perennials.
7. How living things check and balance one another.
8. Soil, forces which help soil formation, different types of soils.
9. The diet for nourishment, growth, repair and health of the body.
10. Balanced diet.
11. Vitamins and their function.
12. Milk, its food value.
13. Part played by animals in providing food.
14. Crop pests and their control.
15. (i) Collection and study of a few harmful and useful insects, such as,
 

Harmful	(a) The Red Pumpkin Beetle.
	(b) The Cabbage Butterfly.
	(c) The Hadda or Epilachna Beetle.
	(d) The Aphis.
	(e) The cotton Boll Worm and the Sugar-cane Borer.
Useful.	(f) The Honey-bees.
	(g) The Lady Bird Beetle.
	(h) The Silkworm.
	(i) The Lac insect.
- (ii) Our bird friends
16. Division of crops according to their uses and their planting seasons.
17. Kharif and Rabi weeds and measures to control them.
18. Comparative knowledge of implements for cultivation, both unimproved and improved.



19. How to prepare seeds of the following vegetables :—  
Cauliflower, turnip, radish, carrot, onion and spinach.
20. Relation of Agriculture to other industries.
21. Soil erosion—its meaning, and the localities in the Punjab [India] particularly affected by it.

## CHAPTER IV

### Basic Craft—Spinning & Weaving

(CLASSES I TO V)

In areas where cotton is grown the children shall learn all the processes from the growing of cotton to spinning and simple weaving. In wool producing areas, however, cotton will be substituted by wool.

#### CLASS I

The children will be introduced to the following processes relating to the craft of spinning and weaving, which will be correlated with self expression, work in language, drawing, modelling, music, dramatics and simple arithmetic.

##### I. Practical Work.

1. Picking of cotton.
2. Cleaning of cotton.
3. Making slivers from lint prepared by the teacher and senior students.
4. Spinning on **TAKLI**.
5. Doubling.
6. Winding.
7. Simple weaving.

At this stage an effort will be made to let the child observe the work done, help older pupils and also practise the processes a little. The emphasis will be more on introducing the child to the various processes than on production.

##### II. Correlated Knowledge.

1. Oral description of the various processes in the class, songs and poems about the various processes.
2. Counting and adding of yarn spun, slivers made and cotton bolls picked.
3. Recognition of a good **TAKLI** and yarn.
4. Learning habits of doing work by turns and in groups, sharing materials and equipment with others. Proper use and care of material and equipment with others. Proper use and care of material used, leaving the room clean after work and replacing the material and equipment in proper order.

#### CLASS II

##### I. Practical Work

All the processes detailed above for Class I will be carried on in this class. Combing will be introduced in the second half of the year. The students will thus be able to prepare their own lint.



## II. Standard of attainment.

There will be 200 days of work and the time devoted to the Basic Craft will be one hour daily which will give 200 hours of work in the year. Out of the 200 hours, 80 hours will be given to other processes and 120 hours to spinning on Takli.

Average speed in spinning should be 30 rounds per hour.

Strength of yarn	60%
Evenness of yarn	60%
Count of yarn	(6-10)

Effort should be made to reduce the wastage to the barest minimum and emphasis should be laid on quality rather than quantity.

## III. Correlated Knowledge.

1. Recording of work done will be started at this stage.
2. Oral description of the various processes to be continued.
3. Recognition of good lint, raw cotton and yarn.
4. Simple explanation of each process.
5. Effect of weather on spinning and other processes.

## CLASS III.

### I. Practical Work.

All the processes from picking of cotton to elementary processes of weaving as detailed in classes I and II will be continued in this class. The following additions will be made :—

1. Spinning on Charkha in the second quarter of the year.
2. Ginning of cotton with rod and plank.
3. Twisting of doubled yarn on Charkha.

### II. Standard of Attainment

In this class the time devoted to the basic craft will be  $1\frac{1}{2}$  hours daily i.e. 300 hours in a year of 200 working days. Out of this, 100 hours will be devoted to other processes and 200 hours to spinning so as to achieve the standard detailed below :—

Speed on Takli	50 rounds per hour.
Speed on Charkha	80 rounds per hour.
Count of Yarn	(8-12) in both cases.
Evenness	60%.
Strength of Yarn	60%.

Effort should be made to reduce wastage to the barest minimum.

### III. Correlated Knowledge.

1. Previous practice of oral description of the various processes as in the classes I and II to be continued.
2. Recording of the work done.
3. Calculation of the count of yarn.
4. Different parts of a Charkha and their functions. Oiling of a Charkha.
5. Different varieties of cotton and their use.



## 13

## CLASS IV.

## I. Practical Work.

All the processes already learnt will be continued with the following additions :—

1. Use of hand gin for ginning in the second half of the year.
2. Gardings of cotton with a small bow suitable for children.
3. Simple dyeing of yarn for weaving.
4. Weaving of niwar, belts and tapes.

## II. Standard of Attainment.

Out of 300 hours of work during the year, 120 hours will be devoted to dyeing and weaving and 180 hours to ginning, carding and spinning so as to achieve the following standard of attainment.

Speed in carding	2 tolas per hour.
Speed in spinning on Takli	60 rounds per hour.
Speed in spinning on Charkha.	120 rounds per hour.
Quality of yarn	(10-16) counts on Takli and Charkha.
Strength of yarn	70%.
Evenness	70%.

Effort should be made to reduce the wastage to the barest minimum.

## III. Correlated Knowledge.

1. Oral and written description of the processes to be continued.
2. A calculation of average speed of the class.
3. Maintaining of daily, weekly and monthly records of work done individually or in the class.
4. Elementary geography of cotton or wool in the State.

## CLASS V.

## I. Practical Work.

1. Preparing a plot for the cultivation of cotton, (In wool producing areas excursions may be arranged by the teacher to acquaint the pupils with the art of rearing and shearing of sheep in the neighbourhood.)
2. Storing of cotton or wool.
3. Ginning of cotton, cleaning and combing of cotton or wool to be continued.
4. Carding and making of sliver (cotton only).
5. Spinning on Yarvada or local Charkha.
6. Preparing of 'Mal' for charkha.
7. Doubling, twisting and winding as in the previous classes.
8. Dyeing of yarn for weaving purposes.
9. Niwar and durrie weaving.



## II. Standard of attainment

As in class IV, 120 hours will be devoted to the other processes, and 180 hours to ginning, cleaning, carding and spinning, so as to achieve the following standard of attainment :—

Speed in carding	2½ tolas per hour.
Speed in spinning	200 rounds per hour, on Kisan or local Charkha.
Quality of yarn	(12-20) counts.
Strength and Evenness	70%

Wastage should be reduced to the barest minimum.

## III. Correlated Knowledge.

1. Recording of work done to be continued in greater detail.
2. Calculation of the count and strength of yarn.
3. Preparing graphs of individual and class-work.
4. Maintaining daily, monthly and yearly craft records for class and school.
5. Elementary geography of cotton in India.
6. Study of different types and qualities of cotton or wool in relationship to yarn.
7. Quantities of different types and qualities of cotton or wool required to weave one square yard of cloth.
8. Story of cloth making in India from the earliest times to the present day.

## ACTIVITIES. FOR PRIMARY SCHOOL.

Two periods a day are to be devoted to interesting activities involving the use of hand and head. It will be better if these activities are correlated in a centre of interest, or some project which the pupils choose and plan. Different parts of handwork and study will then be assigned to different small groups, and the whole class will discuss the results and plan further work. In this syllabus, several Class Activities and their correlation with handwork and study, are suggested for each class. It is not required that any class should accomplish all the work suggested. The teacher should choose what is best suited to the class.

The activity hour will be used partly in handwork (Craft), partly in class discussion (Mother Tongue), sometimes in instruction in General Science, Arithmetic and Social Studies. In the course of the handwork and play, need will arise to understand some problem in number or measurement (Arithmetic) to find out some facts by reading (Mother Tongue), to learn something about the physical world and its laws (General Science), to learn something about how people live and work together in the world (Social Studies). These correlations are listed in the syllabus, and the teacher is expected to use them as the basis of the lessons in the other periods of the school day.



## CLASS I.

**Centre of Interest :- Homes and Families.**

**Class Activities :-**

Any of the following.

1. Building and furnishing a play-house.
2. Furnishing a play-house and making a family of dolls to live in it.
3. Making and cultivating a vegetable garden, or growing flowers in window boxes and pots.
4. Keeping pets, or making, and playing with, models of domestic animals.

**Activity No. 1. Building and Furnishing a play House.**

**Conversation :—** How houses are built; fathers provide shelter for families; what mothers do for us; who builds houses; where the materials come from; what different kinds of houses are in the neighbourhood; use of different rooms in the house; need of windows and ventilators; supply of pure water; how children can help in the home, and so on.

**Work :** (by the class or by smaller groups).

Planning the house and measuring the site; getting permission to use the land; making bricks; making windows and doors; building the kitchen fire-place (smokeless chula); the latrine; place for the cattle; the well; making toy beds and stools of cardboard, wood or clay; writing and reading a list of the furniture and other things made; reading about homes and families; sweeping and cleaning the house and compound; preparing for a family celebration (wedding, trip to a mela, etc.), spinning on the takli, painting pictures in water colours.

**Note :-** Bazar dyes may be used and brushes made by the children from palm, twigs, rags, etc., Painting may be done on old newspapers, copy-books and waste paper.

**Suggested Correlations :-**

**Mother Tongue :** Conversation to teach good oral expression, reading words connected with family, house, daily activities, etc., making requests for site and materials, etc., reading about houses and families; making a class book on 'Our Homes, with the help of the teacher.

**Arithmetic.** Measuring roughly length and width of the house, out-buildings, compound, height of walls, windows, doors; counting bricks, windows, doors, pieces of furniture; counting families and their members in the school and community; weight and height of children in class; weights, money, day of week and day of month in connection with family celebrations.

**Social Studies :-** Building habits of working together, respect for parents, courtesy, promptness, cleanliness and sanitation, responsibility, helpfulness; safety in crossing roads; story of how primitive man provided shelter; stories of houses and home life in other parts of India and the world.

**General Science :** Distinction between living and non-living things; recognition of a few crops, plants, trees in the locality, and different kinds of earth and water (such as sand, clay, fertile, level, hilly, ditches, river or canal bank); watching sunrise and sunset and enjoying their beauty; learning direction; simple concepts of earth, sun, moon, stars, water, its common sources and its proper use.



**Health:** Health habits of personal cleanliness and cleanliness of school-room, yard, and play-house.

**Activity No. 2.** Furnishing a Play House and making a Doll Family

**Conversation :** Same as in Activity I, also names and relationships of members of the family; the work of the potter, the carpenter and the black-smith.

**Work :** (by the class or by smaller groups).

Making kitchen utensils, plates, cups, flower-vases, and dolls in clay; stools, beds, almirahs and tables in wood or cardboard; curtains, table-cloths, bedspreads, mattresses, dolls and dolls' clothes in cloth; spinning on takli; weaving small rugs; simple sewing stitches used in making dolls' clothes and bedding and curtains; mounting and framing pictures; making a picture album about house furnishings; dusting and polishing wooden furniture and play-house and school-room, painting pictures in water-colours (as in note on painting above).

**Suggested Correlations.**

**Mother Tongue:** Conversation, reading and writing connected with clay modeling, cardboard construction and wood-work; making a book (co-operatively with the help of the teacher), on the daily activities of the family; keeping records of spinning.

**Arithmetic:** Same as above under 1, add measuring of cloth for dolls' clothes; costs in whole rupees of different pieces of furniture, kitchen utensils, curtains, etc. measuring yarn spun; keeping records of number of rounds spun per hour.

**Social Studies:** Habits of citizenship as above under I, very simple stories of how people dress in other parts of India; how primitive man provided clothing.

**General Science:** Same as above under 1; add simple facts about the cotton plant, and simple facts about the seasons and the water supply.

**Health** Same as above under 1.

**Activity No.3: Garden.**

**Conversation :** Families need food; how fathers provide food; what food crops are grown in the vicinity; what mothers do for us; how seeds germinate, what care growing vegetables need, etc. the care and use of flowers.

**Work :** (by the class or by smaller groups).

Planning and measuring the garden, visiting other gardens, observing plants and their habits; listing crops; trees, flowers etc. seen; observing germination of seeds, preparing the ground, planting seeds, watering, weeding, cultivating, keeping records of vegetables raised, picking the vegetables, cooking and eating the vegetables, collecting seeds and labelling them, setting up a vegetable shop, making clay models of vegetables, raising a few flowers to beautify the home and compound, painting pictures of vegetables and flowers in water-colours.

**Suggested Correlations :-**

**Mother Tongue:** Conversation, reading and writing connected with the garden interest; making a book (co-operatively with the help of the teacher) about Our Garden, or Grow More Food, telling short stories about the different vegetables; making a drama about the garden vegetables.



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**Arithmetic:** Measuring land, measuring yield, finding  $\frac{1}{2}$  and  $\frac{1}{4}$  of plot, addition and subtraction of plots, workers, objects used, (tools, seeds, vegetables, flowers, etc.), weighing vegetables, buying and selling vegetables.

**Social Studies:** Habits of citizenship as above under I, very simple stories about farmers in other parts of India, how primitive man provided food.

**General Science:-** The sun as source of light and heat; relation of sun and earth; water, its sources and uses; needs of plants; parts of the plant; what foods come from roots, stems, buds, flowers, fruit; shadows and shade; directions; why flies are dangerous and how to protect food from them.

**Health:** Same as above under I; also, right habits of eating and drinking, protecting food from flies.

(Activity No.4; Pets and Animals).

**Conversation:** How animals help us, what animals are found in the neighbourhood, how the family should feed and care for domestic animals and poultry, responsibility of children for their pets, habits of different pets, as, pigeons, rabbits, cats, dogs, and chickens.

**Work:** (by the class or by smaller groups)

Providing shelter for pet animals, or birds, poultry, or toy animals, providing food; caring for the animals, cleaning cages, crops, huts, stables, etc., making a small manure pit, making a picture album about animals, observing birds of the neighbourhood, painting pictures in water-colours.

#### **Suggested Correlations:**

**Mother Tongue :** Conversation, reading and writing in connection with animals, making picture albums on domestic animals, pets, wild animals, etc., composing and writing sentences about taking care of pets, of cows, of poultry, acting little dramas about animals, hearing and telling stories about animals, and making lists of birds seen.

**Arithmetic:** Counting animals in the school and neighbourhood, counting groups of pictures or models of animals, measuring the homes of animals and birds, making a garden calendar, cost (in whole rupees) of animals, cost of milk, and comparison of size of animals and their homes.

**Social Studies:** Habits of citizenship as above under I, simple stories of animals in other parts of the world.

**General Science:** Identifying a few birds, keeping a weather record, and learning the value of milk in diet.

**Health:** Same as above under I; importance of drinking milk; protecting milk from flies.

#### **Class II.**

(Centre of Interest:- Our Homes and our Neighbourhood).

**Class Activities:**

Any of the following:—

1. Building a village or town.
2. Building a bazaar.
3. Making a shop.
4. Running a post office.



**Activity No. 1:—Building a village or town.**

**Conversation:—**The family and its helpers, how the community (village or city) helps to supply the families with food, clothing and shelter, what different kinds of homes are found in the vicinity, how families work together and help each other, what work is done in our neighbourhood, what shops and public buildings are needed.

**Work :—**(by the class or smaller groups).

Taking walks in the neighbourhood and observing houses, their shapes and sizes, making a list of buildings, measuring houses, public buildings, shops, making cardboard models of buildings and placing them in order with streets, etc., marked on the class-room floor, or building the village or town of mud-bricks in the school-yard, or painting pictures of the buildings on the walls, making a book about "The Helpers of the Family", painting of pictures in water-colours relating to the activities.

**Suggested Correlations :—**

**Mother-Tongue:—**Conversation to teach good oral expression, oral description of things seen ; writing words and sentences about buildings, roads, occupations, reading about homes and family life, and community life, keeping a record of their daily work, making a book of pictures with sentences and stories about "The Helpers of the Family".

**Arithmetic :—**Counting houses, bricks, families, roads, etc., singly and in groups ; adding and subtracting materials used, costs (in whole rupees) ; measuring heights and width of buildings and of cardboard or clay models ; comparing length of roads ; height of persons and houses ; simple problems in multiplication and division, of bricks and other materials.

**Social Studies :—**Habits of working together, respect for parents, courtesy, promptness, cleanliness, responsibility, helpfulness, Safety First instruction ; stories of village and city life in other parts of India and the world ; roads, railroads, other villages and towns in the district and stories of how primitive man gathered in communities.

**General Science:—**Observation of fields, gardens, trees ; need of sun and moistures for growing things ; directions ; sun and shadow ; the sun, the source of life ; air and importance of ventilation ; different kinds of soil, choice of site for buildings, surface features of the earth, weather observations, the seasons and a simple explanation of their causes, cause of day and night, keeping a weather record.

**Health :—**Habits as in Class I ; breathing exercises, need of the body for fresh air ; how fire burns, what to do if clothing catches fire ; safety on roads ; good methods of sweeping, dusting, home and village sanitation ( as in Class I ) ; games and sports ; cause and prevention of malaria

**Activity No. 3 Building a Bazaar.**

**Conversation:—**How the needs of the family are supplied, different kinds of work and workers, what needs are met by shopkeepers, what things are sold in different shops, what money is and how it is used ; the health of our neighbourhood.



*Work* : - (for the class or for smaller groups):

Planning the bazaar ; visiting the shops of the neighbourhood ; collecting samples of things sold in the bazaar ; making a map of the bazaar ; building the shops of mud-bricks or boxes, or cardboard models ; making or collecting the articles to be sold (clay models, etc.) preparing for the "opening" of the bazaar, painting pictures in water-colours.

**Suggested Correlations :** -

*Mother-Tongue* : Making lists of shops and other buildings in the bazaar, and lists of articles sold in shops, writing signs for their shops, writing prices on articles, writing invitations and advertisements, taking part in a public programme on opening day, reading about village and town life in other parts of India and the world, about melas, festivals, travel, etc. and acting little dramas.

*Arithmetic* :—Counting singly and in groups the articles to be sold in shops adding and subtracting prices, buying and selling with toy money, multiplying and dividing numbers and costs of articles, measuring length, height, width, weighing articles, telling time in hours and half-hours, finding  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{1}{3}$ , of articles in shops and writing prices.

*Social Studies* :—Habits of working together, taking turns, sharing tools, etc., being prompt and courteous, caring for our belongings and responsibility for common property ; duties of children to other members of the family, officers of the community and their duties, how community services (water supply, sanitation, medical care, post office, roads, railroad, police, schools, places of worship) are provided ; stories of village life and industries in India and other lands.

**General Science** :—As in No. 1.

*Health* : (As in No. 1) add: safety at railroad stations and in travelling.

### **Activity No. 3. Making a shop.**

*Conversation* :—As in Nos. 1 and 2. Children decide what shop they wish to have, cloth, grain, sweets, eating house, pottery, brass, farm tools, electric supplies, etc. ; and then discuss the articles needed.

*Work* : - (for the class or smaller groups) Planning the shop, building, making counters, boxes, almira's, signs, scales, paper bags, toy money, etc. ; visiting a shop, holding an opening day, buying and selling, spinning yarn to sell, weaving small rugs and bags to sell, painting with water-colours ; collection of samples.

**Suggested Correlations :**

*Mother-Tongue* :—As in Nos. 1 and 2. Reading and writing about the industry connected with the shop chosen ; stories about industries and shops.

*Arithmetic* :—As in No. 2. If cloth shop is chosen, measuring cloth, yarn spun on the takli, etc.

*Social Studies* :—As in Nos. 1 and 2. Study of source of material sold in the shop chosen, as cotton, metal, farm crops, vegetables, sugar, electricity, etc.

*Health* :—As in Nos. 1 and 2. Safety in using tools.

### **Activity No. 4. Running a Post Office.**

*Conversation* : As in Nos. 1 and 2. How public services are provided ; how messages are carried ; what the postman does for us ; different kinds of stamps ; what services the post office provides



*Work:*— (by the class or smaller groups).

Visiting the post office, planning a class-room, post office; making the windows for stamps, registration, savings bank, telegraph; making boxes, record books for the different departments; collecting stamps, money order forms, telegraph forms, savings bank books; making a letter-box, making a clock; writing, sending and receiving letters; making paper envelopes, painting of pictures in water-colour.

#### **Suggested Correlations :—**

**Mother-Tongue:**— Conversation, reading and writing about how messages are carried; writing simple letters, making signs for the Post Office, acting simple dramas, preparing an "Opening" function.

**Arithmetic:** Counting and measuring as in 1, 2 and 3. Practise in  $\frac{3}{4}$ ,  $1\frac{1}{2}$  and 2 times table in order to sell stamps, post-cards, etc; money orders (whole rupees); savings accounts (whole rupees); adding, subtracting, multiplying, dividing articles bought and sold, very simple written work; reading time by the clock.

**Social Studies:** As in Class I and in Activities I and 2. Add, practice in the queue system.

**General Science:** As in Nos. 1 and 2. How paper is made.

**Health:** Habit of personal and community cleanliness as in Class I and activities Nos. 1 and 2.

### **CLASS III.**

**Centre of Interest :** Our Clothing,

**Class Activities.**

**Any of the following :—**

1. Raising a small plot of cotton and spinning it.
2. Weaving.
3. Making dolls' clothing.
4. Selling cloth in a cloth-shop.

**Activity No. 1.** Raising a small plot of cotton and spinning it.

**Conversation:** The basic needs of the family, how the family gets clothing, the sources of clothing, all fabrics and materials used in clothing were once alive; tools used in making clothing, clothing in early times and other countries; cotton, where and how it is raised; planning to raise cotton.

**Work:**— [for the class or smaller groups].

Collecting samples of different kinds of materials from which cloth is made; preparing a suitable plot of ground; sowing, cultivating and harvesting cotton (If it is not practicable to raise cotton, it may be bought; but the class should observe the cultivation of cotton), cleaning, ginning, and carding cotton (if possible); making slivers; spinning on the takli; winding the yarn spun; painting pictures in water-colours.



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**Suggested Correlaions.**

**Mother Tongue** Conversation to improve self-expression, telling stories, singing spinning songs, writing records of the work, writing simple letters for ordering materials, asking permission for excursions, etc., giving clear explanations of any process or tool used; making a book about our clothing, reading about the cultivation of cotton and the spinning industry.

**Arithmetic** :—Counting slivers, singly and in groups (2s, 5s, 10s); counting rounds of yarn, reckoning number of feet spun, recording amount spun per hour; measuring plot of ground, counting plants, cotton balls, etc.; adding, subtracting, multiplying, dividing slivers, hanks of yarn, taklies, etc., measuring cloth; buying and selling cloth; reading time by the clock, weighing cotton; computing costs of taklies and other equipment and material used.

**Social Studies** : Habits of citizenship as in Classes I and II; principles of cooperation; the cotton industry in India and other countries; clothing of other people, relation of clothing to climate, simple ideas of regional geography, how primitive man secured clothing, how cotton is bought and sold, how tradesmen and families in the village or town are helped by the local government, the officials of the village and district, maps of school-room, bazaar, etc., stories of great men of India Asoka, Gautama Budha, Gandhi.

**General Science** : Study of cotton plant, seeds, leaves, flowers, plants; requirements for soil, moisture, distance between plants; observation of insects, observation of weather, water, its sources; the sun as source of light and heat; shadows; directions; cause of day and night.

**Halth** : Health habits as in classes I and II.

Special attention to clean hands for spinning, winding, etc., and neatness in work. picking up scraps of lint, cloth, etc.; physical training for alertness and good posture; team games

**Activity No.2: Weaving.**

**Conversation**: As in Activity No. 1, add: conversation about looms and weavers seen in home and neighbourhood; other fabrics, silk, wool, rayon; other fibres used in weaving; use of waste pieces of cloth.

**Work**:- (for the class or smaller groups). Collecting different kinds of materials from which clothing is made. Making cardboard looms; weaving on simple, small looms making-small rugs, table-mats, book bags, twisting rope, weaving articles from sisal fibre; weaving niwar, azar-band, making a collection of pictures of costumes of other lands; dressing dolls in costumes of other lands, making a collection of fibres and grasses; weaving mats from waste materials, making paper mats; painting pictures in water-colours

**Suggested Correlations:**

**Mother-Tongue**: Oral expression improved, new vocabulary on topics connected with clothing and weaving; telling original stories; reading stories of life in other lands, of weaving, clothing and related topics; learning poems, acting dramas, writing letters and keeping records of work done.

**Arithmetic**: Counting singly and in groups, materials and tools problems involving addition and subtraction, simple multiplication and division; selling rugs, bags, rope, etc. measurements of size and weight; use of money; reading time.

**Social Studies**: As in Activity No. 1. Add, learning about looms and the weaving industry in different parts of India and the world; use of world map or globe.

**General Science**: As in Activity No. 1. Add: Study of fibres and grasses, observation of weaver bird's nest and other birds' nests.

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Health: As in Classes I and II and activity No. 1. Special attention to sitting posture.

### Activity No. 3 Making dolls'. Clothing.

Conversation: As in Activity No.1. Add: planning for an exhibition of costumes worn in different parts of India and the world.

Work : (for the class or smaller groups). Making collections of fabrics, making albums and charts of different kinds of clothing, visiting a cloth shop, observing a darzi at work, practising simple sewing stitches, cutting patterns, making rag dolls and dolls' clothes, painting pictures in water-colours.

#### Suggested Correlations:

Mother-Tongue; As in Activities Nos. 1 and 2.

Arithmetic: As in Activities Nos. 1 and 2.

Social Studies: Habits of planning and working together; habits of good citizenship (as in Classes I and II) ; local government (as in Activities Nos. 1 and 2); use of world map or globe.

General Science: Observation of weather; all fabrics from which clothing is made were once living things; the sun as source of heat and light; shadows, directions, cause of day and night.

Health: As in Classes I and II and Activity No. 1. Special attention to posture in sitting.

### Activity No. 4. Selling Cloth

See Class II for outline of this activity. Such a shop will give ample opportunity for practice in use of money and all the arithmetic for Class III, as well as for oral expression in Mother Tongue, reading, writing, Social Studies and General Science as shown under Activities Nos. 1, 2 and 3.

## Class IV

Centre of Interest: Our Food

Class Activity:

Any of the following:-

1. Making a Vegetable Garden.
2. Building a Kitchen.
3. Cooking a Meal.
4. Making a Book on Our Food.

### Activity No.1: Making a Vegetable Garden:-

Conversation: The basic needs of the family, shelter, clothing, food; the food of the family; how it is obtained and prepared; the different workers who provide food for us; the various processes which food undergoes before it is ready for consumption; mother's important work in preparing food; the sources of food plants and animals; the elements of proper diet; the importance of vegetables.

Work : (for the class or smaller groups).

Making a collection of articles used for food; making lists of the different workers who help in production of food, making charts of the substances needed by the body; finding out about the food of families in other parts of the world; making a food products map of the Punjab (India), painting pictures in water-colour.



Planning the vegetable garden, laying out the plot, preparing the soil, making a list of tools used, making charts of winter and summer vegetables, sowing, cultivating and harvesting the vegetables; cooking the vegetables.

#### **Suggested Correlations:-**

**Mother Tongue :** Writing and acting a drama on vegetables; describing in speech and writing the different vegetables; their value, how to cultivate them and how to cook them; writing letters, telling stories, singing songs and reciting poems on these topics; reading books and magazines on food; reading government publications on Grow More Food.

**Arithmetic :** Keeping accounts of value of vegetables raised, used and sold; use of tables of weight, length, time, etc.; making parallel lines, squares, rectangles, circles, finding area of garden plots, squares, and rectangles; recognition of kanal and marla, angles, etc.; problems involving fractions in common use, and the four fundamental processes, easy problems of profit and loss.

**Social Studies :** Citizenship, personal health and cleanliness, public health and sanitation, cooperation in gardening, buying, selling, etc., departments of Government which help the farmer; places in the province where different food crops are grown; transportation of food; stories of great men and women of history.

**General Science :** The food needs of the human body; plants, their main forms and simple functions of their parts; storing and use of farm yard and leaf manure; experiments on importance of air and light to growing things; how plants use water and the elements of the soil; insects useful and harmful to men and crops.

**Health :** Health habits as in previous classes; emphasis on right habits of eating - regular meals, balanced diet, eating different foods, cleanliness in cooking and eating, protecting food from flies; flies as carriers of disease; physical training for good posture alertness, team games.

#### **Activity No. 2: Building a Kitchen:**

**Conversation :** As in Activity No. 1. Add: how vegetables are cooked; observation of different types of chula, discussion of problems of fuel consumption, smoke, etc.

**Work:** (for the class or smaller groups). Making charts of vegetables and methods of cooking them, making a book of cooking recipes; building an ordinary chula and a Hyderabad "Smokeless Chula" and comparing them; making clay models of smokeless chula; preparing and cooking different kinds of vegetables; painting pictures in water-colours.

#### **Suggested Correlations :**

**Mother Tongue :** Reading and writing about cooking; other language work as suggested under Activity No. 1.

**Arithmetic :** As under Activity No. 1. Add: reading measurements and following working drawing of the chula; weighing wood and other forms of fuel, estimating fuel costs, for a family, for the village, the district, the nation.

**Social Studies :** As in Activity No. 1. Add: prevention of waste; conservation of wood, manure, etc.

**General Science :** As in Activity No. 1; Add: study of trees and wood, and further study of different sorts of manure.



**Health:** As in Activity No. 1; emphasis on harm of smoky kitchen, eye diseases, etc.

**Activity No. 3. Cooking a meal :**

The same syllabus as in Nos. 1 and 2 would be covered in this. The class would plan to invite guests to a meal at some festival time. To prepare for this, they would collect information about different sorts of food, food values, methods of cooking. They would build a chula, and practise cooking, write invitations, etc.

**Activity No. 4. Making a book about our food :**

The same syllabus as in Activities Nos. 1. and 2 would be covered in this activity

## CHAPTER V.

### HEALTH AND SOCIAL ACTIVITIES (CLASSES I. II). SOCIAL STUDIES AND HEALTH ACTIVITIES (CLASSES III-V)

#### CLASS I.

##### I. Cleanliness.

- (a) Learning to answer calls of nature in a clean way in appropriate places and at proper hours. Proper use of water, Bore-hole latrines and pits and flush where available.
- (b) Cleanliness of nails and hands, feet and legs, eyes, nose, ears, mouth, teeth and throat. How to gargle. Collection of materials for teeth cleaning.
- (c) Spitting and cleaning the nose. How, where and why?
- (d) Cleanliness of the head. Washing, combing and brushing. Elimination of lice, weekly inspection.
- (e) Bathing. Use of soap, vegetable oil and towel.
- (f) Washing of clothes. Soap and washing utensils.
- (g) Cleanliness and arrangement of clothes and bedding, airing and sunning.
- (h) Cleanliness and arrangement of utensils and personal possessions.
- (i) Cleanliness and arrangement of drinking water. Straining and covering.
- (j) Cleanliness in eating, washing of hands and mouth before and after meals.
- (k) Cleanliness of utensils and the place of eating before and after meals. Protection of food against dust and flies.
- (l) Increasing familiarity with cleaning agents like earth, ash, ata, dhall-powder, imli, soap. How to use them and how to keep them neatly.

##### II. Cleanliness of environment.

- (a) Class-room and compound.
- (b) Class-room almirah.
- (c) Cleaning and proper arrangement of equipment for craftwork, gardening, art, sanitation and play.
- (d) Proper use of refuse and waste material.
- (e) Sharing in the making, storing and repairing of all equipment for cleanliness.



**II. Health.**

- [i] Personal:-- [a] Eating, When, Why, How, How Much ?  
Why no roti or rice during illness ?

The necessity of a mid-day meal for school children and of making good deficiency in the home diet.

- [b] Drinking water. How much, When and Why ? Why it should be clean ?  
How to keep drinking water clean ?
- [c] Elimination. How, When and Why ?
- [d] Sleep and rest. How, When and why ? How long ? Why with the face uncovered ? Why not in a closed or crowded room ?
- [e] Breathing. How, Why through the nose and not the mouth ?
- [f] Weighing. Why ? Why should the weight increase ?

The significance of decrease in weight.

- [ii] Ordinary illness : Indigestion, fever, cold, boils, skin diseases, sore eyes, running nose. Why caused ? How to prevent ?
- [iii] Infectious diseases : Sore eyes, skin diseases, small-pox etc. How they spread ?  
How to prevent ?
- (iv) First Aid :-- Scratches, cuts, burns. Why should one not run when burnt ? Danger of putting things in ears and nose.

**III, SOCIAL TRAINING.****(i) General :**

- (a) Methods of greeting older people, younger people, casual visitors and guests.
- (b) How to treat younger brothers and sisters at home and younger children at school.
- (c) How to stand, sit and talk in a meeting and in a crowd?
- (d) Not to interrupt when others are speaking.
- (e) Not to pass between two people when they are talking to each other.
- (f) Not to block the way.
- (g) Not to shout when talking.
- (h) Not to use bad language.
- (i) Asking and answering questions politely.
- (j) Waiting for one's turn in speaking or doing things.
- (k) Making use of the queue system.
- (l) Not to take other people's things without asking.

**(ii) In eating :**

- (a) Sitting in an orderly manner for eating.
- (b) Waiting for one's turn.
- (c) Taking only as much food as is required.
- (d) Not taking more than one's due share.
- (e) Eating properly, not to gulp down food.
- (f) Cleaning and putting away eating and serving utensils.



(iii) **In craft:**

- (a) Proper use of craft materials and equipment.
- (b) Sharing material and equipment with others.
- (c) Waiting for one's turn.
- (d) Working in groups.
- (e) Leaving the class-room clean and replacing the material and equipment in proper order after work.

(iv) **In play:**

- (a) Fair Play. Not to take advantage of another person's weakness.
- (b) Inviting other children to come and play.

(v) **In the home:**

- (a) Helping parents.
- (b) Looking after younger brothers and sisters.
- (c) Helping to keep house and environment clean.
- (d) Helping to look after family cattle and poultry.
- (e) Helping to look after and guard fields.
- (f) Looking after guests.

(vi) **Taking of responsibility.**

Taking responsibility, individual and collective, is one of the main aims of basic education and foundation should be laid for this from the very beginning of school life. This can best be done by a children's assembly and the election of ministers to take responsibility for various tasks. With the help of the teacher children of class I can take responsibility for:

- (a) Cleanliness of class-room and school compound.
- (b) Cleanliness and arrangement of material for craftwork, gardening and games.
- (c) Serving and cleaning in connection with the school meal.
- (d) School prayer.
- (e) Arrangement for drinking water.
- (f) Helping in school entertainments and festivals.
- (g) Helping the new pupils.

vii. **Physical Education.**

- (a) Games through story-play, with teacher as guide.  
The boys and girls of five and six years of age will act a story and their actions will consist of carefully selected exercises of free play like jumping, running, hopping, and galloping to suit their mental and physical capacity. The story should provide a predominating element of recreation in the programme of physical exercises. It should also aim at promoting general health, brightness apart from cheerfulness.
- (b) Imitative marching.
- (c) Simple games.
- (d) Free formation.



## CLASS II.

- I. Cleanliness.
- II. Health.
- III. Social Training.

The programme of work under these heads will be the same as in Class I. The objective should be that the habit and attitudes, the foundations of which were laid in Class I should be further developed in this class. The children of Class II should be able to take greater share in their personal cleanliness, and the cleanliness of their class-room and school, be of greater help in their home and make greater contribution to the social life of the class and the school. The sense of cleanliness and the sense of individual and collective responsibility should be further developed at this stage.

## IV. Physical Education:

- (a) Games through story play.
- (b) Imitative movements of persons, animals, birds and machines like aeroplanes, windmill, railway engine and various occupations (Circle formation to be used).
- (c) Walking with clapping and stamping.
- (d) Movements to the accompaniment of song.
- (e) Folk dances.
- (f) Simple games.
- (g) Cubbing-jungle dance, Blue Bird training for girls.
- (h) Formation continued. Idea of circle, line, rank, file.

## Social Studies [Classes III to V].

## Objectives.

- 1. To inculcate in the child love for the motherland.
- 2. To present to the child biographical sketches of great men of the world to enable him to imbibe ideals of character.
- 3. To build in him habits of personal cleanliness and to awaken in him a sense of keeping his surroundings clean.
- 4. To help the child develop sense of self-respect and responsibility.

The social studies in classes III, IV and V are to be made meaningful by making an approach through pupils' daily experiences and interests in their immediate environment. The material is to be presented to the classes round the three primary needs of man, viz. Food, Shelter and Clothing.

## CLASS III.

## Life in the village or the town and District.

## 1. Food.

- (a) The staple food of the village or town and the District, - source of food, grown locally and imported. Occupations of the people, production and distribution of food, and the part played in these by the farmer, merchant, fruit seller and vegetable seller. Observation of the market and of fruits and vegetables growing in the



locality or sold in the market. Summer and winter fruits and vegetables.  
Preparation of vegetable and fruit calendar. Transportation of food.

(b) Food of children in other parts of India and other lands.

(a). Very cold regions- The Tundras (Eskimo).

(b). Very hot regions- Africa (Zulu boy).

(c). Hilly area- Tibet, Nepal.

(d). Deserts- Arabia.

(e). River Valley- Egypt.

(c) Food of primitive man.

#### 11. Shelter.

Houses of the *Village or the town*. material used, occupation, involved in building houses, part played by brick maker, carpenter, mason, smith and engineer.

How people live in other parts of India and other lands as under Food above.  
Shelter of primitive man:-how he lived in trees and caves.

Stories:

Our forefathers.

The early Aryans.

Use of "Globe" different countries and continents to be located on it.

#### III. Clothing

Different materials used for making clothes-cotton, silk, wool and leather.  
Contribution of plants and animals to clothing.

Craftsmen and workers engaged in production of clothing-farmer, weaver, dyer, printer and tailor.

Clothing used in different parts of India and other lands, especially in regard to:-

(a). Very cold regions- The Tundras.

(b). Very hot regions- Africa.

(c). Hilly area e. g.- Tibet, Nepal.

(d). Deserts. e. g.- Arabia.

(e). River Valley e. g.- Egypt.

Clothing of primitive man-leaves, bark, skin of animals. Visits to factories, mills etc., where materials for food, cloth and shelter are manufactured. Reading map of the district and locating important places.

#### IV. Training for Citizenship.

Habits of health and cleanliness to be continued. Cleanliness of the village and the town and our share in it.

### Class IV

#### Life in the Punjab (India).

##### I. Food.

Climate and Crops.

Kinds of food grown, other sources of food supply-transportation of food-Inter-dependence of areas and districts in the matter of food-prices, rise and fall in prices and their causes,



Food of children in other parts of India and other lands, e. g. Burma, Pakistan, Afghanistan, China, Japan and England.

II. Shelter. Buildings of the District (as in Class III). Visits to be arranged.

Making of simple plans of the school-room, the children's houses and the main roads of the locality.

III. Clothing. Clothing and cloth industry of the district—how cloth is sold—transportation of cloth—dependence upon others. Swadeshi and foreign cloth.

Reading the map of the Punjab (India), and locating important places in it. Filling in important places in an outline map showing where clothing, food and housing materials are produced.

IV. Training for Citizenship.

Habits of health and cleanliness to be further continued. Understanding of how the people of the village and the district are organised and governed, important office, bearers and their duties,—our share in it.

Village Welfare activities and children's share in it, Junior Red Cross, Co-operative Societies, Wolf Cubs and Blue Birds.

The village Panchayat—its composition and functions.

V. Wonders of the geographical phenomena

Discovery of America, Australia. Day and night and how caused? The Globe. Location of other lands—studied under Food above. Collection of illustrative pictures and stamps and keeping of albums.

VI. Heroes of the Epic Age— Rama and Kirshna.

Gautama, King Ashok and his mission of peace, Chandra Gupta and the days of plenty, Vikramaditya and his court, Samudragupta and his great ashvamegha, king Harsha and Chinese pilgrims.

Method:— The Stories will be simply developed and there will be constant reference to the life of the people of those days, their food, clothes, homes and way of life.

Life-stories of national heroes to be told on celebration days.

#### CLASS V.

1. Life in India.

In studying life special reference will be made to life in other States of the Union, under the three primary needs of man, namely, food, shelter and clothing, physical features, climate, canal and irrigation systems.

Interdependence and inter-relationship of the various regions of the State and the Country.

Practical work Making of models of regions, rivers and plantations. Filling in of outline maps—food growing areas, industries, railways, population, important towns.

II. Wonders of the geographical phenomena

The seasons.

III. India's great personages: Prithvi Raj, Razia, Kabir, Tulsi Das, Babar, Guru Nanak, Akbar, Humayun, Rana Pratap, Chand Bibi, Shah Jehan and story of the Taj Mahal, Shivaji and Marathas, Ahalyabai, Indian National Congress and Mahatma Gandhi— the Father of the Nation.

Stories of inventions and voyages of discovery :—

Marco Polo. Columbus, Vasco de Gama, Caxton and printing press, Stephenson and the steam engine, Edison and electric light.



## IV. Training for citizenship.

- a. Municipality and District Board— Their composition and functions.
- b. Elections:— Voting in Municipal and District Board elections.
- c. Police and Law Courts — Value of co-operation in securing justice.  
The duty of every person is to expose a wrong doer and bring him to book.
- d. Organisation of Red Cross.

Study of current events: From this class onward the pupils are to take interest in reading important news from some standard newspaper. Cuttings of important happenings in brief to be put upon notice boards.

Note. Trips to places of historical and social interest are to be organised occasionally during the year.

## HEALTH ACTIVITIES (CLASSES III—V).

Note.—Each School should maintain a health record for each child. Vaccinations and inoculations should be attended to as needed.

Note (2)—All health habits taught in the lower classes should be stressed throughout the course.

## CLASS III.

1. Health habits:—Inspection and cleanliness chart,

Personal cleanliness—Hands, finger-nails, head, face, teeth, feet, daily bath, regular brushing of teeth, hair, daily combing, use of individual comb, protection from lice.

Good posture.—Sitting and standing.

Cleanliness of surroundings— Keeping the school and home clean, sweeping and dusting, disposal of waste paper and other rubbish, careful use of ink (not shaking pen) using the latrine properly and keeping it sanitary.

2. Discussion:—How to keep clothing clean, care in coughing and spitting, what diseases are spread by carelessness?

Common diseases and their symptoms— the importance of reporting illness at the beginning.

3. Physical Training:—Same as indicated for this class under the Chapter on Physical Education.

4. Safety.— How to cross the road safely.  
How to walk on streets and roads,  
What to do if clothing catches fire,

## CLASS IV.

1. Health habits—Inspection and cleanliness chart.

Habits of personal cleanliness, good posture, orderliness and cleanliness of surroundings, as in Classes I to III.

Proper care of clothing, washing, cleaning spots, etc.

Proper care of eyes, use of boric and salt solution.

2. Discussion.

Plans for daily inspection.

Cause and prevention of malaria.

Causes of diseases—how they are spread, through breathing, contact and eating.



Causes of accidents:

Names and functions of some of the principal parts of the body : the body frame, backbone, ribs, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, toes; neck, skull, bones, joints, muscles, skin, etc.

Importance of reporting illness at the beginning.

3. Physical Training.—Same as indicated for this class under the Chapter on Physical Education.

4. Safety:

Safe use of pencils, scissors, knives.

Safe disposal of broken glass, rusty nails, etc.

Safe walking, how to cross a road, how to walk in heavy motor traffic, how to get off a train or bus.

Safe play, not playing games in road, not to throw stones, not to chase ball on a road.

How to treat scratches and wounds.

#### CLASS V.

1. Health Habits:

Constant practice of the habits of personal cleanliness good posture, tidiness and sanitation.

Right habits of eating.

Developing responsibility for community sanitation.

2. Discussion:

Relation of food to health.

The digestive organs and the process of digestion.

Water—importance of drinking water supply.

How to protect food from flies.

The respiratory system.

The heart and the circulation.

The causes of sickness; disease germs; the following communicable diseases :  
cholera, typhoid, dysentery; malaria.

3. Physical Training.

Same as indicated for this class under the Chapter on Physical Education.

4. Safety.

Traffic rules.

First aid.



## CHAPTER VI.

## Language: (Mother Tongue) Classes I to V.

## Mother Tongue.

## Aims.

The following standard of attainment at the end of the five years should be kept in view :—

## A. Oral expression.

The chief objective in language training at this stage should be stimulation and development of free self expression in children, who should acquire the following abilities :—

- (a) To converse freely and naturally about their life in school, home and neighbourhood.
- (b) To tell and dramatize short stories.
- (c) To take part in group discussion.
- (d) To give oral report of work done.
- (e) To make short speeches on given simple topics of every day interest in class.
- (f) to recite simple poems expressively in school assembly or on other occasions.

## B. Reading.

- (a) The ability to read silently and intelligently written passages not only in readers, but also in papers and magazines intended for children; to talk in a connected way about what the child has read.
- (b) The ability to read aloud clearly and expressively and with enjoyment passages of both prose and poetry.
- (c) The ability to read simple manuscript letters and village documents.
- (d) The ability to use the table of contents and index and dictionary so as to be able to use the library and books of reference profitably, gleaning necessary information and adding to the enjoyment of reading.

## C. Writing.

- (a) The ability to describe in writing their daily experiences in a simple and clear style.
- (b) The ability to write personal and business letters of simple kind and to write receipts and money order forms.
- (c) The ability to write to dictation simple passages and letters correctly, legibly and at reasonable speed.

## CLASS I.

The chief object in language training at this stage should be stimulation and development of free self-expression in children. They should be encouraged to describe their experiences, tell stories and recite hymns, simple songs and poems.



**Oral Self-expression.****Ability to**

- (a) Converse about children's experiences and activities in school, home and neighbourhood. (Children should be encouraged to ask questions freely as well as answer them).
- (b) Look at and talk about a picture.
- (c) Tell short stories.
- (d) Dramatize stories and scenes related to children's activities.
- (e) Recite hymns, nursery rhymes and simple poems and sing folk songs alone, in unison and chorus.

NOTE. Special attention should be given to correct pronunciation and increasing vocabulary about life in school, home and neighbourhood.

**Reading.**

Reading of simple connected sentences in correlation with the activities of school life. The reading material should be based on a basic vocabulary of 300 words to be selected from activities related to the basic craft or built up out of the children's interest in the home, family and neighbourhood.

**Method.**

The children will learn to recognise first the sentences and later the separate words. The analysis of words into letters will be by sounds rather than by names.

In the preparation of the reading material careful attention should be paid to the frequent repetition of words of the selected vocabulary. Each lesson should have not more than five new words.

**Writing.**

Transcription from the blackboard of easy words and sentences already learnt.

- (a) Formation of words should be attended to throughout.
- (b) Due care should be paid to correct posture, the use of ink and the proper way of holding the pen.
- (c) With a view to teaching good hand, transcription copy-books may be used.

**CLASS II.**

Oral self expression should be developed further. Children should be able to describe easily, clearly and fully, objects, people and happenings within their experiences in school, home and neighbourhood. The work mentioned in class I should be continued.

**Reading.**

- [a] About 400 new words in addition to the vocabulary of class I. Total number of pages 200, of which 100 pages should be of text book and 100 pages of three supplementary books of the same grade and in the same vocabulary. 20 pages of the text will be devoted to poetry.
- [b] Reading aloud, independently, intelligently and correctly and with enjoyment the text-book prescribed for the class and one or two simple books of the same grade in the same vocabulary.
- [c] Training in silent reading with a view to achieving graduated growth in speed and comprehension. [Movement of lips in silent reading should be discouraged].



## Method.

In the preparation of reading material care should be given to the frequent repetition of new words.

## Writing

Children should be able to write a few short and simple sentences relating to their activities. Towards the end of the year they should be able to write a daily diary. Transcription and writing to dictation of passages already read. In all written work, correct formation of words should be insisted upon. Where needed, the model given by the teacher should be copied.

## CLASS III.

## Reading.

- [a] Vocabulary, about 500 words in addition to those already read.
- [b] Reading of simple books totalling 256 pages. The text book should consist of 128 pages, 25 pages out of which should be devoted to poetry; the remaining 128 pages to be divided amongst three supplementary readers.
- [c] Reading aloud with special attention to clearness of pronunciation and expression.
- [d] Silent reading as in Class II but with increased speed, ensuring proper understanding.
- [e] Recitation and dramatization, four poems of about five or six couplets each to be learnt by heart and recited intelligently.

## Method.

The reading materials should include frequent repetition of new words.

## Self-expression.

## 1. Oral.

- [a] As in Class II.
- [b] Talking freely with other children in the class in planning class activities, asking and answering questions.
- [c] Telling stories, anecdotes and easy riddles.

## 2. Writing:

- [a] Writing answers to simple questions.
- [b] Brief description of topics arising out of class activities.
- [c] Maintaining a daily diary.
- [d] Simple letters and applications.
- [e] Writing of short passages to dictation.

## Method.

More emphasis to be laid on oral expression than on written work. Children from this class onward should be encouraged to organize their class meetings where they can recite poems, act short dramas and read their own pieces of composition.



## CLASS IV.

## Reading :—

- (a) About 500 words in addition to the vocabulary learnt.
- (b) Reading of simple books correlated to school work [covering about 288 pages in all, 144 pages of the text-book including 30 pages of poetry and 144 pages of three supplementary readers].
- (c) Reading of children's news-papers.
- (d) Reading of general books and story books from the library.
- (e) In silent reading increased speed should be attained.

## Recitation.

Four poems of about 5 or 6 couplets each to be learnt by heart and recited with expression.

## Self-expression.

## (a) Oral.

In addition to work outlined for classes I to III.

- (i) Taking part in group discussions.
- (ii) Giving oral report of work done.
- (iii) Making short speeches on given subjects in the class and the School Assembly.

## (b) Written.

- (i) Brief account of school activities.
- (ii) Writing of simple letters and applications, simple receipts and filling up of money order forms.
- (iii) Maintaining daily diary and monthly diary of work.
- (iv) Writing on suitable topics for literary meetings.
- (v) Dictation as in class III with increased speed.

## CLASS V.

## Reading.

- (a) Reading material to have 300 new words and 50 idioms, covering about 320 pages in all—160 pages of text-book including 30 pages of poetry and 160 Pages of two supplementary readers.
- (b) General reading from the school library under the guidance of the teacher.
- (c) Reading of children's magazines, newspapers and material issued by the beneficent departments.
- (d) The teacher should read out to children with expression simple literary pieces both of poetry and prose.



- (e) Use of the dictionary, list of contents and the index.
- (f) In silent reading increased speed should be attained.

#### Recitation,

At least 4 poems of about 40 couplets in all to be learnt by heart and recited with expression. Children may be encouraged to make a collection of their favourite verses.

#### Self-expression.

##### I. Oral

In addition to the syllabus of classes I to IV.

- (a) Presenting an oral report of a piece of work completed
- (b) Giving an oral plan of a piece of work to be undertaken.
- (c) Dramatization in mother tongue at least one drama in a year.

##### II. Written.

- (a) As in Class IV
- (b) Writing plans and reports of work in connection with class and school activities.
- (c) Writing simple business letters and invitations.
- (d) Arranging given facts in order.
- (e) Preparing short summaries of the day's news.
- (f) Writing for a class weekly or a magazine.

#### Study of Grammar.

This should begin in this class. The study should be initiated through the correction of grammatical mistakes in the pupil's own writing.

- (a) Study of the structure of a simple sentence.
- (b) Recognition of important parts of speech.
- (c) Number, gender.
- (d) Tenses.

Formal teaching of grammar should be avoided. Applied grammar alone should be taught in the course of the teaching of language. In the 5th Class reader, questions on applied grammar should be given at the end of lessons. Dictionary: Systematic training in the use of a dictionary should be given from class V onward.



## CHAPTER VII.

## SECOND REGIONAL LANGUAGE.

(Hindi or Punjabi or Urdu)

The object of teaching the second language is to develop ability to carry on simple conversation and to read and write simple passages based on a limited and selected vocabulary.

## CLASS IV

The primer and the first reader shall be the same as those prescribed for schools, where this language is taught as mother tongue. To promote written work, transcription and dictation should be practised.

## CLASS V.

The reader for this class shall be the same as the second reader and the supplementary reader prescribed for schools, where this language is taught as mother tongue. To promote written work, transcription and dictation should be practised.

**Directions for the preparation of books :—**

Books should be prepared according to the vocabulary provided classwise. The material for these books should be based on the following :—

1. Experiences of children at home, at play; at the farm; in the street, market-place and school, with the basic craft, with nature and domestic animals.
2. City life and country life.
3. Stories of animals and birds and of life in other countries.
4. Tales of adventure, fairy tales and legends.
5. Stories of great men and women of India and other countries.
6. Agriculture with particular reference to soil conservation measures and forestry, sanitation and hygiene, dietetics and nutrition, leprosy, its causes and cure, civic sense, safety first, good manners, healthy habits, community life and village welfare, basic industries connected with food, clothing and shelter.

Printing — In the printing of books the following types should be used :—

Classes I and II ..... 18 points

Classes III to V ..... 16 points

Books should be properly illustrated.



CHAPTER VII

SECOND REGIONAL LANGUAGE

(Hindi, Punjabi, Urdu)

The object of teaching the second language is to give the pupils a knowledge of the language and to enable them to use it in their daily life.

CLASS II

The pupils and the first teacher shall be the same as in the first class. The language is taught as a subject and the pupils are required to write and speak in it.

CLASS III

The pupils for this class shall be the same as in the second class. The language is taught as a subject and the pupils are required to write and speak in it.

Instruction for the preparation of books

Books should be prepared according to the following principles:—

1. The language of children should be simple and clear. The style should be plain and unadorned.

2. The style should be simple and unadorned.

3. The style should be simple and unadorned.

4. The style should be simple and unadorned.

5. The style should be simple and unadorned.

6. The style should be simple and unadorned.

7. The style should be simple and unadorned.

8. The style should be simple and unadorned.

9. The style should be simple and unadorned.

10. The style should be simple and unadorned.



Vocabulary (Punjabi)ਪਹਿਲੀ ਸਮਾਤ

<u>ਸਰੀਰ ਦੇ ਅੰਗ</u>	<u>ਖਾਣਾ</u>	(ੳ) <u>ਦਾਲ</u>
1- ਸਿਰ	1- ਚੋਟੀ	1- ਮਸਰ
2- ਵਾਲ	2- ਪਾਣੀ	2- ਮੀਂਹੀ
3- ਮੱਥਾ	3- ਦਾਲ	3- ਮਾਂਹ (ਉੜਦ)
4- ਅੱਖ	4- ਭਾਜੀ	4- ਮੋਠ
5- ਨੱਕ	5- ਦੁੱਧ	5- ਛੋਲੇ (ਚਨ)
6- ਕੰਨ	6- ਦਹੀ	6- ਮਟਰ
7- ਦੰਦ	7- ਮਖਣ	7- ਅਰਹਰ
8- ਜੀਭ	8- ਘਿਉ	
9- ਬੁਲ੍ਹ (ਹੋਠ)	9- ਲਸੀ	(ਅ) ਸਬਜ਼ੀ
10- ਗੱਲਾਂ	10- ਮਲਾਈ	1- ਮਾਲੂ
11- ਦਾੜ੍ਹੀ	11- ਨੱਤੂ	2- ਗੋਭੀ
12- ਮੁੱਛਾਂ	12- ਜਲੇਬੀ	3- ਪਿਆਜ਼
13- ਗਾਰਦਨ	13- ਪਕੌੜਾ	4- ਕੱਦੂ
14- ਧੁੱਲੀ	14- ਮਾਂਡਾ	5- ਟੀਡੇ
15- ਛਾਤੀ	15- ਖਿਚੜੀ	6- ਤੇਰੀ
16- ਢਿੱਡ	16- ਖੀਰ	7- ਕੋਰਨ
17- ਪਿੱਠ	17- ਕੜਾਹ (ਹਲਵਾ)	8- ਸਾਗ
18- ਬਾਂਹ	18- ਪੂਰੀ	9- ਪਾਲਕ
19- ਉਂਗਲੀ	19- ਖੰਡ	10- ਮੇਥੀ
20- ਹੱਥ	20- ਗੁੜ	11- ਸਰੋਂ
21- ਅੰਗੂਠਾ	21- ਸਕੱਰ	12- ਮੁਲੀ
22- ਚੀਚੀ	22- ਲੂਣ	13- ਸਲਗਮ
23- ਲੱਤ	23- ਸਿਰਚ	14- ਗਾਜਰ
24- ਗੋਡਾ	24- ਮਸਾਲਾ	15- ਵੈਂਗਣ
25- ਪੈਰ	25- ਹਲਦੀ	16- ਟਮਾਟਰ
		17- ਤਰ



- 18- ਖੀਰਾ
- 19- ਖਰਬੂਜਾ
- 20- ਤਰਬੂਜ
- 21- ਫੁਟ

### (ੲ) ਫਲ

- 1- ਬੇਰ
- 2- ਸ਼ਾਹਤੂਤ
- 3- ਗਲਗਲ
- 4- ਨਿੰਬੂ
- 5- ਕੇਲਾ
- 6- ਅੰਬ
- 7- ਸੀਤਰਾ
- 8- ਅਨਾਰ
- 9- ਅੰਗੂਰ
- 10- ਸੇਬ
- 11- ਆੜੂ
- 12- ਅਮਰੂਦ
- 13- ਨਾਖ
- 14- ਬਦਾਮ
- 15- ਸੋਚੀ
- 16- ਅਖਰੋਟ
- 17- ਛਹਾਰਾ
- 18- ਮੂੰਗਿਫਲੀ

### ਬਸਤਰ (ਕਪੜੇ)

- 1- ਕੁੜਤਾ
- 2- ਕਮੀਜ਼
- 3- ਪਾਜਾਮਾ
- 4- ਨਿੱਕਰ

- 5- ਕਛਹਿਰਾ
- 6- ਪਗੜੀ
- 7- ਟੋਪੀ
- 8- ਕੋਟ
- 9- ਚਮਾਨ
- 10- ਜੁਰਾਬ
- 11- ਨਾੜਾ
- 12- ਜੁੱਤੀ
- 13- ਬੂਟ
- 14- ਚੱਪਲ
- 15- ਚੁੱਨੀ
- 16- ਸਲਵਾਰ
- 17- ਦਰੀ
- 18- ਖੋਸ

- 19- ਚਾਦਰ
- 20- ਲੇਫ
- 21- ਸਰਹਾਦਾ
- 22- ਸੂਣੀ
- 23- ਪਾਗਾ
- 24- ਬਟਨ
- 25- ਮੰਜੀ

### ਸਾਕ ਸਰਬੰਦ

(ਰਿਸਤੇਦਾਰ)

- 1- ਮਾਤਾ
- 2- ਪਿਤਾ
- 3- ਭੈਣ
- 4- ਭਰਾ
- 5- ਚਾਚਾ
- 6- ਚਾਚੀ
- 7- ਮਾਮਾ

- 8- ਮਾਮੀ
- 9- ਨਾਨਾ
- 10- ਨਾਨੀ
- 11- ਦਾਦਾ
- 12- ਦਾਦੀ
- 13- ਮਾਸਰੂ
- 14- ਮਾਸੀ
- 15- ਛੱਡੜ
- 16- ਭੁਆ
- 17- ਬਾਬਾ
- 18- ਤਾਇਆ
- 19- ਤਾਈ
- 20- ਭਾਬੀ

### ਸਾਮਾਨ ਘਰ

- 1- ਘਰ
- 2- ਕਮਰਾ
- 3- ਦਰਵਾਜ਼ਾ (ਬੂਹਾ)
- 4- ਬਾਰੀ (ਖਿੜਕੀ)
- 5- ਅਲਮਾਰੀ
- 6- ਛੱਤ
- 7- ਕੁਰਸੀ
- 8- ਘੀੜੀ
- 9- ਮੂੜੂ
- 10- ਕੋਲੀ
- 11- ਗਲਾਸ
- 12- ਥਾਲੀ
- 13- ਥਾਲ
- 14- ਕਟੋਰਾ



15- ਘੜਾ

16- ਪਤੀਲਾ

17- ਕੜਛੀ

18- ਚਮਚਾ

19- ਤਵਾ

20- ਛਾਕਣੀ

21- ਪੱਧਾ

22- ਸੀਸੀ

23- ਸਾਦੂਕ

24- ਪੋਥੀ ( ਪੁਸਤਕ )

25- ਕਲਮ

26- ਦੁਆਤ

27- ਤਖਤੀ

28- ਸੇਲਟ

29- ਚਾਰੂ

30- ਬਸਤਾ

31- ਪਿਨਸਲ

32- ਮੁਰਤ ( ਚਿਤ੍ਰ )

33- ਝਾੜਨ

34- ਟਾਟ ( ਤਪੜ )

35- ਤਾਲਾ ( ਜੰਦੂ )

36- ਕੁੰਜੀ

37- ਘੜੀ

38- ਛੁਰੀ

39- ਘੰਟੀ

40- ਕੈਂਚੀ

41- ਟਿੱਟ

42- ਪਥਰ

## ਪਸ਼ੂ ਪੰਛੀ

1- ਗਊ

2- ਮੱਝ ( ਭੈਂਸ )

3- ਬਕਰੀ

4- ਬੈਲ

5- ਘੋੜਾ

6- ਉਠ

7- ਘੁੱਗੀ

8- ਭੇਡ

9- ਕੁਤਾ

10- ਬਿਲੀ

11- ਕਾਂ

12- ਕਬੂਤਰ

13- ਚਿੜੀ

14- ਗਾਧਾ ( ਖੋਤਾ )

## ਕੀੜੇ ਜਾਨਵਰ

1- ਮੱਛਰ

2- ਮੱਖੀ

3- ਕੀੜੀ

4- ਜੀ

5- ਸੱਪ

6- ਚੂਹਾ

7- ਬਾਂਦਰ

8- ਰਿੱਛ

9- ਸ਼ੇਰ

10- ਬਾਘਿਆੜ

11- ਲੁੰਬੜੀ

12- ਕੁੱਕੜ

13- ਕੁੱਕੜੀ

ਆਉਣ ਜਾਣ ਦੇ  
ਵਸੀਲੇ

1- ਗਾਂਡਾ

2- ਗੱਡੀ

3- ਲਾਰੀ

4- ਮੋਟਰ

5- ਰੇਲ

6- ਟਾਂਗਾ ( ਟਮਟਮ )

7- ਸਾਈਕਲ

## ਕਿਰਤਾਂ ਤੇ ਕਿਤੇ

1- ਕਮਾਲ

2- ਹਲ

3- ਪੰਜਾਲੀ

4- ਦਾੜੀ

5- ਰੰਬਾ ( ਖਰਪਾ )

6- ਕਹੀ ( ਕੱਸੀ )

7- ਕੁਹਾੜੀ ( ਕੁਲਹਾੜੀ )

8- ਛੱਜ

9- ਫਾਲਾ

10- ਸੁਹਾਗਾ

11- ਪੈਲੀ

12- ਰੂੜੀ

13- ਤੂੜੀ

14- ਖੇਲ

15- ਹਲਟ ( ਰਹਿਟ )



16- ਟਿੰਡਾਂ

- 1- ਲੋਹਾਰ
- 2- ਤਰਖਾਣ
- 3- ਅਮਿਆਰ

- 1- ਚਰਖਾ
- 2- ਤਕੱਲੀ
- 3- ਵੇਲਨਾ
- 4- ਸੂਤ
- 5- ਕਪਾਹ
- 6- ਰੁਈ (ਰੂ)
- 7- ਪੌਜਾ
- 8- ਧੁਨਖ

- 1- ਜੁਲਾਹਾ
- 2- ਖਡੌ

- 1- ਕਟਕ
- 2- ਮੱਕੀ
- 3- ਜਵਾਰ
- 4- ਗੱਲਾ
- 5- ਬਾਜਰਾ
- 6- ਜੌਂ

- 1- ਪਾਠਸ਼ਾਲਾ
- 2- ਧਰਮਸ਼ਾਲਾ

- 1- ਸੋਮਵਾਰ
- 2- ਮੰਗਲਵਾਰ

- 3- ਬੁਧਵਾਰ
- 4- ਵੀਰਵਾਰ
- 5- ਸ਼ੁੱਕਰਵਾਰ
- 6- ਸ਼ਨਿਚਰਵਾਰ
- 7- ਐਤਵਾਰ

ਕ੍ਰਿਆ

- 1- ਉਠਣਾ
- 2- ਬੈਠਣਾ
- 3- ਦੌੜਨਾ
- 4- ਸੌਣਾ
- 5- ਰੋਣਾ
- 6- ਹਸਨਾ
- 7- ਖਾਣਾ

- 8- ਪੀਣਾ
- 9- ਪਾਹਿਨਾ
- 10- ਉਤਾਰਨਾ

- 11- ਖੇਡਣਾ
- 12- ਖੋਲਣਾ
- 13- ਬੰਦ ਕਰਨਾ
- 14- ਆਉਣਾ
- 15- ਜਾਣਾ
- 16- ਰਹਿਣਾ
- 17- ਦੇਖਣਾ

- 18- ਰਖਣਾ
- 19- ਮਾਰਨਾ
- 20- ਹੋਣਾ

- 21- ਡਿਗਣਾ
- 22- ਕਹਿਣਾ

- 23- ਬਾਲਣਾ
- 24- ਪਕਾਉਣਾ
- 25- ਲੁਣਾ
- 26- ਬੋਲਣਾ
- 27- ਜਾਗਣਾ

- 1- ਅੱਜ
- 2- ਅੱਗ
- 3- ਦੀਆਸਲਾਈ
- 4- ਅੰਦਰ
- 5- ਬਾਹਰ

ਪੜ੍ਹਨਾਂ

- 1- ਮੈਂ
- 2- ਤੂੰ
- 3- ਅਸੀਂ
- 4- ਤੁਸੀਂ
- 5- ਉਹ
- 6- ਉਨ੍ਹਾਂ
- 7- ਸਾਡਾ

- 8- ਤੁਹਾਡਾ
- 9- ਮੇਰਾ
- 10- ਤੇਰਾ
- 11- ਉਹਦਾ
- 12- ਉਸਦਾ
- 13- ਇਸਦਾ

ਵਿਸ਼ੇਸ਼

- 1- ਚੰਗਾ
- 2- ਮੰਦਾ



3-ਸੁਹਣਾ  
4-ਉੱਚਾ  
5-ਨੀਵਾਂ  
6-ਇਹ  
7-ਇਸ  
8-ਇਕ

9- ਦੋ  
10-ਤਿੰਨ  
11-ਚਾਰ  
12-ਪੰਜ  
13-ਛੇ  
14-ਸੱਤ

15-ਅਠ  
16-ਨੌਂ  
17-ਦਸ  
1-ਜੈ ਹਿੰਦ  
2-ਤਾਂ  
3-ਨੂੰ

## ਦੂਜੀ

1-ਪਨੀਰ  
2-ਖੋਜਾ  
3-ਰਬੜੀ  
4-ਪੇੜਾ  
5-ਬਰਫੀ  
6-ਰਿਓੜੀ  
7-ਸਿਠਾਈ  
8-ਪਤਾਸੇ  
9-ਮਿਸਰੀ  
10-ਮੁਰੱਬਾ  
11-ਅਚਾਰ  
12-ਚਟਣੀ  
13-ਚਾਵਲ  
14-ਸੁਕਰਕੰਦੀ  
15-ਸੰਘਾੜਾ  
16-ਕਚਾਲੂ  
17-ਅਰਬੀ  
18-ਅਲੂਚਾ  
19-ਖੁਰਮਾਨੀ  
20-ਪੇੜ (ਰੁੱਖ)  
21-ਪਿੱਪਲ

22-ਬੋਹੜ  
23-ਬੇਰੀ  
24-ਜਾਮਨ  
25-ਟਾਹਣੀ  
26-ਕਿੱਕਰ

1-ਗੁਲਾਬੀ  
2-ਮੋਤੀਆ  
3-ਗੋਂਦਾ  
4-ਚੰਬੇਲੀ  
5-ਸੂਰਜਮੁਖੀ  
6-ਸਾੜੀ  
7-ਵਾਸਕਟ  
8-ਧੋਤੀ  
9-ਤੋਲੀਆ  
10-ਫਰਾਕ  
11-ਸਾਬਨ  
12-ਤੇਲ  
13-ਕੰਘਾ  
14-ਸੂਰਮੀ (ਕਜੱਲ)  
15-ਰਿਟ

16-ਕਾਲਾ  
17-ਲਾਲ  
18-ਪੀਲਾ  
19-ਨੀਲਾ  
20-ਹਰਾ  
21-ਗੁਲਾਬੀ  
22-ਗਰਮੀ  
23-ਸਰਦੀ  
24-ਬਰਖਾ  
25-ਬਸੰਤ  
26-ਪਤਝੜ  
27-ਕੰਘੀ

1-ਅਕਾਸ਼ (ਆਸਮਾਨ)  
2-ਪਰਤੀ (ਪ੍ਰਿਥਵੀ)  
3-ਚੰਦਰਮਾ  
4-ਸੂਰਜ  
5-ਤਾਰੇ  
6-ਬਦਲ  
7-ਬਿਜਲੀ  
8-ਚਮਕ



9- ਕੜਕ

10- ਸਾੜ

11- ਸਵੇਰਾ

12- ਦੋਖਾਹਿਰ

13- ਦਿਨ

14- ਰਾਤ

15- ਸੇਰ

16- ਸੇਰਨੀ

17- ਹਾਥੀ

18- ਹਿਰਨ

19- ਗਾਲੂੜ

20- ਭੁੰਡ

21- ਨਿਓਲਾ

22- ਬਿਛੋਰ

23- ਮਰ

24- ਗਿਦੜ

25- ਕੋਇਲ

1- ਪ੍ਰਾਤ

2- ਚੁਲ੍ਹਾ

3- ਬਲਟੀ

4- ਚਾਟੀ

5- ਮਧਾਨੀ

6- ਢਕਣ

7- ਗਡਵੀ

8- ਪਿਆਲੀ

9- ਗਾਗਰ

10- ਪੀਪਾ

11- ਚੋਕੀ

12- ਟੁੰਕ

13- ਬੁਹਾਰੀ

14- ਕੋਇਲਾ

15- ਬਲਣ

16- ਹਲਵਾਈ

17- ਪਨਸਾਰੀ

18- ਮਹਿਰਾ

19- ਡਾਕਟਰ

20- ਹਕੀਮ

21- ਵੈਦ

22- ਰੋਗੀ

23- ਮਦਾਰੀ

24- ਮੋਚੀ

25- ਦਰਜੀ

26- ਪੋਥੀ

1- ਗੁਰੂ

2- ਚੋਲਾ

3- ਵਿਦਿਆ

4- ਵਿਦਿਆਰਥੀ

5- ਗਜ਼ਾ

6- ਪਰਜਾ

7- ਚੋਕੀਦਾਰ

8- ਨਬਰਦਾਰ

9- ਪਟਵਾਰੀ

10- ਅਧਿਆਪਕ

11- ਅਧਿਆਪਕਾ

12- ਤਹਸੀਲਦਾਰ

13- ਥਾਨੇਦਾਰ

14- ਸਿਪਾਹੀ

15- ਖਦਰ

16- ਮਲਮਲ

17- ਛੀਟ

18- ਲੱਠਾ

19- ਵਾਇਲ

20- ਰਾਬਰੂਨ

21- ਜ਼ੀਨ

22- ਦਸੂਤੀ

23- ਸੋਨਾ

24- ਚਾਂਦੀ

25- ਲੋਹਾ

26- ਪਿਤਲ

27- ਤਾਂਬਾ

28- ਟੀਨ

1- ਇਲਾਚੀ

2- ਸੋਢੇ

3- ਜਵੇਣ

4- ਪੁਦਨਾ

5- ਮਥਿਚੂਰ

6- ਮਨਾਰਦਾਣਾ

7- ਤਾਪ

8- ਖੰਘ

9- ਜੁਕਾਮ

10- ਤਿਉਹਾਰ

11- ਦੀਵਾਲੀ

12- ਦਸਹਿਰਾ

13- ਬਸਾਖੀ

14- ਬਸੰਤ

15- ਲੋਹੜੀ

16- ਮਾਘੀ



- 17- ਰਖੜੀ
- 18- ਹੋਲੀ
- 19- ਹੋਲਾ

- 
- 1- ਲੱਮਾ
  - 2- ਛੋਟਾ
  - 3- ਪਤਲਾ
  - 4- ਮੋਟਾ
  - 5- ਉਚਾ
  - 6- ਨੀਵਾਂ
  - 7- ਦੂਰ
  - 8- ਨੇੜੇ
  - 9- ਆਸ
  - 10- ਪਾਸ
  - 11- ਦੂਰ
  - 12- ਦੁਰਾਡੇ
  - 13- ਆਰ
  - 14- ਪਾਰ
  - 15- ਆਮਣੇ
  - 16- ਸਾਮਣੇ

## ਬਾਰਾਂ ਮਹੀਨੇ

(ਮਹੀਨੇ ਜੀ)

- 1- ਜਨਵਰੀ
- 2- ਫਰਵਰੀ
- 3- ਮਾਰਚ
- 4- ਅਪ੍ਰੈਲ
- 5- ਮਈ
- 6- ਜੂਨ
- 7- ਜੁਲਾਈ

- 8- ਅਗਸਤ
- 9- ਸਤੰਬਰ
- 10- ਅਕਤੂਬਰ
- 11- ਨਵੰਬਰ
- 12- ਦਸੰਬਰ

## ਦਿਸ਼ਾ

- 1- ਉੱਤਰ
- 2- ਦੱਖਣ
- 3- ਪੂਰਬ
- 4- ਪੱਛਮ
- 5- ਚੜ੍ਹਦਾ
- 6- ਲਹਿੰਦਾ

- 
- 1- ਗਲਾ
  - 2- ਆਂਦਰਾਂ
  - 3- ਲਹੂ
  - 4- ਮਸੂੜੇ
  - 5- ਨਾਸਾਂ
  - 6- ਫੇਫੜੇ
  - 7- ਜੋੜ
  - 8- ਹੱਡੀ
  - 9- ਥੱਕ
  - 10- ਖਲੜੀ

- 
- 1- ਪ੍ਰਸ਼ਨ
  - 2- ਉੱਤਰ
  - 3- ਉਜਾੜ
  - 4- ਉਜਲਾ (ਸਾਫ)

- 5- ਉਦਾਸ
- 6- ਉਦਾਸੀ
- 7- ਪਰਸੰਨ
- 8- ਉਪਦੇਸ਼
- 9- ਉੱਤਮ
- 10- ਮੱਧਮ
- 11- ਉਖਲੀ
- 12- ਅਖਰ
- 13- ਆਲੁਣਾ
- 14- ਦਿਸਤਰੀ
- 15- ਪੁਰਸ਼
- 16- ਈਸਵਰ
- 17- ਆਗਿਆ
- 18- ਉਮਰ
- 19- ਜਨਮਦਿਨ
- 20- ਅਖਾੜਾ
- 21- ਘੋਲ (ਕੁਸਤੀ)

## 1- ਸੱਚ

- 2- ਕੰਨਯਾ
- 3- ਮਮਤਾ
- 4- ਮਹਿੰਗਾ
- 5- ਕਬੱਡੀ
- 6- ਕਸਰਤ
- 7- ਖਿਲਾੜੀ
- 8- ਗਵਾਲ
- 9- ਪੱਛੀ
- 10- ਪੁੱਤਰ
- 11- ਪੁੱਤਰੀ



- 12- ਗਿਣਤੀ
- 13 ਜਲਦੀ
- 14- ਮੂਰਖ
- 15- ਪੱਤਰ
- 16- ਚਿਠੀ
- 17- ਬੁਰਾ
- 18- ਭੁਲਾ
- 19- ਦੇਸ਼

- 1- ਭਾਰਤ
- 2- ਟਿਥੇ
- 3- ਉਥੇ
- 4- ਦੂਰ
- 5- ਨੇੜੇ
- 6- ਨਦੀ- ਨਾਲਾ
- 7- ਨਹਿਰ
- 8- ਪਹਾੜ
- 9- ਦਰਿਆ
- 10- ਕਾਰਤ
- 11- ਲਫਾਫਾ
- 12- ਟਿਕਟ
- 13- ਨਰ
- 14- ਨਾਰੀ
- 15- ਪਿੰਡ
- 16- ਪੇਂਡੂ
- 17- ਪੰਥਾ
- 18- ਖੁੱਲਾ
- 19- ਜੋੜ ਕਰਨਾ
- 20- ਧੁੰਮਾਂ
- 21- ਸ਼ਰਬਤ

## 22- ਬਰਫ

- 1- ਠੰਡਾ
- 2- ਗਰਮ
- 3- ਛੁਟੀ
- 4- ਧੁਪ
- 5- ਪਿਆਸ (ਝੋਰ)
- 6- ਨੌਕਰ
- 7- ਬਚਨ
- 8- ਰਸੋਈ
- 9- ਭੋਜਨ
- 10- ਸੁਖ- ਦੁਖ
- 11- ਸਜ਼ਾ - ਪੱਥਾ
- 12- ਦਰਸ਼ਨ
- 13- ਗਾਹ
- 14- ਸੜਕ
- 15- ਮਿੱਟੀ
- 16- ਮੇਲਾ
- 17- ਖੌੜਾ
- 18- ਸੋਰ
- 19- ਪੀਂਘ

- 1- ਮੰਗਤਾ
- 2- ਅੱਡ
- 3- ਆਸਰਾ
- 4- ਕ੍ਰਿਪਾਨ
- 5- ਸੁੰਦਰ
- 6- ਸਿਆਣਾ
- 7- ਸਫਾਈ
- 8- ਕਹਾਣੀ

- 9- ਸਬਦ
- 10- ਘਾਹ
- 11- ਢੋਰ
- 12- ਚਾਂਦਨੀ
- 13- ਗਾਣਾ
- 14- ਗੀਤ
- 15- ਮਿਠਾ
- 16- ਕੋਡਾ
- 17- ਲੁਣ
- 18- ਖੱਟਾ
- 19- ਤਿਧਾ
- 20- ਜਲ

- 1- ਉਸਾਰੀ
- 2- ਓਮੀਦ
- 3- ਕਦੇ
- 4- ਜਦੋਂ
- 5- ਤਦੋਂ
- 6- ਉਦੋਂ
- 7- ਮੰਗਣ
- 8- ਗੁਣ
- 9- ਅਸਲੀ
- 10- ਅਫਸਰ
- 11- ਆਜ਼ਾਦੀ
- 12- ਅਕਲ
- 13- ਅਸਥਾਨ
- 14- ਅਥਰੂ
- 15- ਅਖਬਾਰ
- 1- ਇਨਾਮ



- 2- ਇੰਜਨ
- 3- ਇਤਬਾਰ
- 4- ਇਨਸਾਫ
- 5- ਸਿਮਾਣ
- 6- ਸਾਥੀ
- 7- ਸਟੇਸ਼ਨ
- 8- ਬੋਲੀ
- 9- ਸੋਹਲੀ
- 10- ਰੋਲ ਗਾਂਡੀ
- 11- ਗਾਰਡ
- 12- ਪ੍ਰੰਤੀ
- 13- ਟਿਕਰ
- 14- ਟਿਕਟ ਘਰ
- 15- ਮੁਸਾਫਰ ਖਾਨਾ
- 16- ਸੀਟੀ
- 17- ਪਟਰੀ
- 18- ਸਟੇਸ਼ਨ ਮਾਸਟਰ
- 19- ਤਾਰ
- 20- ਕੁਲੀ
- 21- ਖੰਝਾ
- 22- ਪਲੇਟਫਾਰਮ
- 23- ਸਿਗਨਲ
- 24- ਮਾਲਗਾਂਡੀ
- 25- ਤਾਰ ਗਾਂਡੀ
- 26- ਤੋਥਾ
- 27- ਤਾਰ ਖਾਨਾ
- 28- ਤਾਰ
- 29- ਤਾਰੀਆ
- 30- ਕਾਰਡ
- 31- ਲਫਾਫਾ

- 32- ਟਿਕਟ
- 33- ਪਾਰਸਲ
- 34- ਮਨੀਆਰਡਰ
- 35- ਮੁਹਰ
- 36- ਥੈਲਾ
- 37- ਥੈਲੀ
- 38- ਵਰਦੀ
- 39- ਤਾਰਘਰ
- 40- ਤਾਰ ਬਾਬੂ
- 41- ਪੇਸਟ ਮਾਸਟਰ

## ਕ੍ਰਿਮਾ

- 1- ਆਬਰਨਾ
- 2- ਬੀਜਣਾ
- 3- ਗਾਹਣਾ
- 4- ਕੱਟਣਾ
- 5- ਸਿੰਜਣਾ
- 6- ਤੋਲਣਾ
- 7- ਨਾਪਣਾ
- 8- ਗੋਡੀ ਕਰਨਾ
- 9- ਵਾਹੁਣਾ
- 10- ਪ੍ਰਾੜਨਾ
- 11- ਡਰਨਾ
- 12- ਪੁਲਣਾ
- 13- ਕੱਤਣਾ
- 14- ਬੁਝਾਨਾ
- 15- ਪਿੰਜਣਾ
- 16- ਚੁਣਨਾ
- 17- ਭਿੰਜਣਾ

- 18- ਸੁੰਘਣਾ
- 19- ਮੋੜਨਾ
- 20- ਅਟੇਰਨਾ
- 21- ਮੰਗਣਾ
- 22- ਚੜ੍ਹਨਾ
- 23- ਓਤਰਨਾ
- 24- ਰੰਗਣਾ
- 25- ਧੋਣਾ
- 26- ਪ੍ਰਾੜਨਾ
- 27- ਸੁਕਾਣਾ
- 28- ਪੁੜਣਾ
- 29- ਮਾਂਜਣਾ
- 30- ਬੁਹਾਰਨਾ  
(ਬੋਹਕਰ ਦੇਣਾ)
- 31- ਨਹਾਣਾ

## ਖੇਲ

- 1- ਪਾਲਾ
- 2- ਹੀਦੇ
- 3- ਆੜੀ
- 4- ਘੋਰਾ
- 5- ਗਾਂਡੀ
- 6- ਪਤੰਗ
- 7- ਡੋਰ
- 8- ਪਿਨੀ
- 9- ਚਰਖੜੀ
- 10- ਉਡਣਾ
- 11- ਉਡਾਣ



12- ਕਿਲਕਿਲੀ

13- ਜੁਟ

14- ਲੋਰੀ

15- ਅੱਧਾ

16- ਚੁਥਾਈ

17- ਸਾਂਝਾ

18- ਫੜਨਾ

19- ਢੋਹਾ

20- ਜਿਤਣਾ

21- ਛੋਹਣਾ

22- ਹਾਰਨਾ

23- ਤਾਰਤਮਾਤ

## ਤੀਜੀ

1- ਉਪਕਾਰ

2- ਪਰਉਪਕਾਰ

3- ਉਦਮ

4- ਮਾਲਸਾ

5- ਉਦਮੀ

6- ਮਾਲਸੀ

7- ਉਪਜਾਊ

8- ਸੁਰਜ

9- ਉਦੇ

10- ਮਸਤ

11- ਉਪਾਓ

12- ਉੱਘਾ

13- ਪ੍ਰਸਿਧ

14- ਮਭਾਰਾ

15- ਸੁਭਾਰਾ

16- ਮਨੋਖਾ

17- ਮੰਨ

18- ਮੰਨਦਾਤਾ

19- ਮਨੰਦ

20- ਮੁਖਅਧਿਅਪਕ

1- ਮੁਖਅਧਿਅਪਕ

2- ਡਿਸਟ੍ਰਿਕਟਿਨਸਪੈਕਟਰ

3- ਪ੍ਰਮੋਸ਼ਵਰ

4- ਇਛਾ

5- ਏਕਤਾ

6- ਏਕੰਤ

7- ਮਰਾਨੀ

8- ਮੌਕੜ

9- ਮਭਿਭੁਗਤ

10- ਮਾਯੂ

11- ਸਤਿ

12- ਮਰਦਾਸ

13- ਮਗਾੜੀ

14- ਪਛਾੜੀ

15- ਮਧਿਕ

16- ਮਭਿਅਸ

17- ਮਕਠ

18- ਇੱਕਲੋਤਾ

19- ਪਰੰਤੂ

20- ਰਧਿਅਾ

1- ਕੁਮਾਰ

2- ਕੁਮਾਰੀ

3- ਵਸਤੂ

4- ਇਮੀਤਿਹਾਨ

5- ਸੰਤੋਰ

6- ਮਿੱਤਰ

7- ਖੀਲਿਦੜਾ

8- ਸੱਜਨ

9- ਮੂੜੂ

10- ਦਿਆਲੂ

11- ਕਿਰਪਾਲੂ

12- ਨਿੱਘ

13- ਮਾਸਨ

14- ਤਹਸੀਲ

15- ਜ਼ਿਲਾ

16- ਪ੍ਰਾਂਤ

17- ਬਲਵਾਨ

18- ਕਾਰਨ

1- ਸਿਮਾਨਾ

2- ਚਤੁਰ

3- ਸਕਾਇਤ

4- ਸਰਲ

5- ਮਾਰਗ



6-ਭੀਖ  
7-ਭਿਖਾਰੀ  
8-ਸੇਵਾ

9-ਦਾਨ  
10-ਸਿਮਾਲ  
11-ਉਕਾਲ  
12-ਵਲ  
13-ਤਲਵਾਰ  
14-ਸੁਘੜ  
15-ਕਥਾ  
16-ਘਾਟ  
17-ਸੁਸ਼ੀਲ

1-ਹਮਖਤਾਲ  
2-ਡਾਕਟਰ  
3-ਕਮਖਤਿਤਰ  
4-ਨਰਮ  
5-ਦਾਈ  
6-ਦਵਾਈ  
7-ਦਵਾਘਰ  
8-ਪਨਮਾਰੀ  
9-ਅਰਕ

10-ਸੋਢ  
11-ਮਲੱਠੀ

12-ਸੁੰਦ  
13-ਤਬਾਸੀਰ  
14-ਤਲਸੀ  
15-ਹਰੜ

16-ਮਾਮਲਾ

17-ਗੁਲਕੰਦ

18-ਬੋਰੀ

19-ਫਟੜ

20-ਪੱਟੀ

21-ਮਰਹਮ

22-ਚੁਨਾ

23-ਫਟਕੜੀ

24-ਸੁਹਾਰਾ

25-ਲਾਲ ਦਵਾਈ

26-ਫੀਨਾਇਲ

27-ਸਿਰਕਾ

28-ਤਪ

29-ਬੁਖਾਰ

30-ਮਲੇਰਿਆ

31-ਕੰਬਣ

32-ਟਾਈਫਾਇਡ  
(ਮਿਆਦੀ ਬੁਖਾਰ)

33-ਕੁਨੀਨ

34-ਜ਼ਿੰਕੋਲੋਸਲ

35-ਬੋਰਿਕ ਐਸਿਡ

36-ਟਿੰਕਚਰ-

37-ਆਇਰੀਡੀਨ

38-ਵੈਸਲੀਨ

39-ਰੋਸੰਤ

1-ਤੰਦ ਰੁਸਤੀ

2-ਵਰਜਿਸ਼

3-ਸੈਰ

4-ਟਹਲਣਾ

5-ਘੁਮਣਾ

6-ਗਲਿਸ਼

7-ਸ਼ਾਸ਼ (ਸਾਹ)

8-ਦਿਲ

9-ਤਿਲੀ

10-ਮੰਤੜੀਆਂ

11-ਸੋਜ ਪੈਣ

12-ਪਲਕ

13-ਕੁਕਰੇ

14-ਲਾਲੀ

15-ਪੀੜ

16-ਗਿਤ

17-ਪਾਣੀ ਵਗਣਾ

18-ਰੜਕ

19-ਖੁਜਲੀ

20-ਪੂੜ

21-ਧੁਪ

ਦੇਸੀ ਤਿਥਾਂ ਤੇ  
ਮਹੀਨੇ

1-ਸ਼ੈਰਾਬਾਦ

2-ਪੂਰਨਮਾਸੀ

3-ਮਸਿਆ

4-ਪੰਚਮੀ

5-ਇਕਾਦਸੀ

6-ਅਸ਼ਟਮੀ

7-ਚੇਤ



- |                  |                     |                  |
|------------------|---------------------|------------------|
| 8- ਵਸਾਖ          | 38- ਵਸਾਖੀ           | 66- ਤੋਲਣਾ        |
| 9- ਜੇਠ           | 39- ਹਾੜੀ            | 67- ਮਾਪਣਾ        |
| 10- ਹਾੜ          | 40- ਖਲਵਾੜਾ          | 68- ਤਰਾਜੂ (ਤਕੜੀ) |
| 11- ਸਾਵਣ         | 41- ਮੰਡੀ            | 69- ਵੈਟੇ         |
| 12- ਭਾਦੋਂ        | 42- ਪਸ਼ੂ            | 70- ਛਟਾਂਕ        |
| 13- ਅਸ਼ੂ         | 43- ਅਸ਼ਨਾਨ          | 71- ਪਾਉ          |
| 14- ਕਤੌਰ         | 44- ਹਰਿਮੰਦਰ ਸਾਬਿ    | 72- ਸੇਰ          |
| 15- ਮੱਘਰ         | (ਚਰਬਾਰ ਸਾਹਿਬ)       | 73- ਪੈਸੇਰੀ       |
| 16- ਪੋਹ          | 45- ਅੰਮ੍ਰਿਤਸਰ       | 74- ਮਣ           |
| 17- ਮਾਘ          | 46- ਜਲਿਮ੍ਹਾਂ ਵਾਲਾ-  | 75- ਪਾਸੰਗ        |
| 18- ਫੱਗਣ         |                     | 76- ਪੜਾ          |
| 19- ਚਿਉਹਾਰ       | 47- ਹੋਤਿਆ, ਸਹੀਦ     | 77- ਰਤੀ          |
| 20- ਲੋਹੜੀ        | 48- ਮਾਨੰਦ ਪੁਰ ਸਾਹਿਬ | 78- ਮਾਸਾ         |
| 21- ਸਿਆਲ         | 49- ਤਖਤ ਕੇਸ ਗੁੜ     | 79- ਤੋਲਾ         |
| 22- ਹੁਨਾਲ        | 50- ਅੰਮ੍ਰਿਤ         | 80- ਲਾਭੁ (ਨਫਾ)   |
| 23- ਮੌਸਮ (ਰੁਤ)   | 51- ਦੇਸ             | 81- ਹਾਈ (ਕੁਕਮਾਨ) |
| 24- ਪੁਪ          | 52- ਜਾਤੀ            | 82- ਲੇਖਾ         |
| 25- ਕੋਰਾ         | 53- ਦੇਸ ਭਗਤੀ        | 83- ਪੁੰਜੀ        |
| 26- ਕੱਕਰ         | 54- ਬਲੀਦਾਨ          | 84- ਵਣਜਾਰਾ       |
| 27- ਪਾਲਾ (ਸੀਤ)   | 55- ਨਿਰਬਲ           | 85- ਪਰਚੁਣ        |
| 28- ਬਰਫ          | 56- ਬਲਵਾਨ           | 86- ਥੋਕ          |
| 29- ਲੋਹੜੀ ਮੰਗਣਾ  | 57- ਧਰਮ             | 87- ਆੜਤ          |
| 30- ਲੋਹੜੀ ਮਨਾਣਾ  | 58- ਪਰਕਰਮਾ          | 88- ਆੜਤੀ         |
| 31- ਰੇਵੜੀਆਂ      | 59- ਦੁਕਾਨ           | 89- ਮਾਲਗੁਦਾਮ     |
| 32- ਚਿੜਵੇ        | 60- ਵਣਜ             | 90- ਰਾਮਾਇਣ       |
| 33- ਤਿਲ          | 61- ਗਾਹਕ            |                  |
| 34- ਰਸ           | 62- ਲੈਣ ਦੇਣ         | 1- ਰਾਮ ਚੰਦ੍ਰ     |
| 35- ਖੀਰ          | 63- ਹੁਦਾਰ           | 2- ਸੀਤਾ          |
| 36- ਮਕਈ ਦੇ ਫੁੱਲੇ | 64- ਨਕਦ             | 3- ਦਸਰਥ          |
| 37- ਗੀਤ          | 65- ਵਹੀ ਖਾਤਾ        | 4- ਮਤੋਰੇ ਮਾਂ     |



5- ਵਿਸਵਾਸਿਤ੍ਰ

6- ਗੁਰੂ

7- ਸਿਸ ਆਸਰਮ

8- ਬਨ ਸਿਖਸਾ

9- ਵਿਦਿਆ

10- ਸਸਤ੍ਰ

11- ਵੇਦ ਸਾਸਤ੍ਰ

12- ਬਰੁਮ ਚਾਰੀ

13- ਮ੍ਰਿਗ ਛਾਲਾ

14- ਕੁੱਟੀ

15- ਰਿਸ਼ੀ

16- ਜੱਗ

17- ਹਵਨ

1- ਵਿਵਾਹ

2- ਸਵੇਬਰ

3- ਪਨੁਸ

4- ਜਵਰਾਜ

5- ਰਾਜ ਤਿਲਕ

6- ਵਰ

7- ਬਨਬਾਸ

8- ਰਾਕਸ

9- ਜੁਧ

10- ਵਿਮਾਨ

11- ਸੰਜੀਵਨੀ

12- ਵਾਨਰ

13- ਸਤੁ ਬੰਧ

14- ਲੰਕਾ

15- ਰਾਵਣ

16- ਦਹਿਸਰ

17- ਹੁਮਾਨ

18- ਨਾਥ

19- ਭ੍ਰਾਤ੍ਰੀ ਪ੍ਰੇਮ

20- ਮਰਜਾਦਾ

1- ਗੁਰੂ ਨਾਨਕ ਦੇਵ

2- ਜਨਮ ਭੂਮੀ

3- ਜਨਮ ਅਸਥਾਨ

4- ਬਾਲ ਲੀਲਾ

5- ਸਤਿਨਾਮ

6- ਮਾਹਮਾ

7- ਵਿਦਿਆ ਅਭਿਆਸ

8- ਸੱਚਾ ਮੌਦਾ

9- ਧਰਮਕ੍ਰਿਤ

10- (ਗੁਣੀ ਲਾਲੇ ਤੇ

11- ਮਲਕ ਭਾਗੋ)

12- ਪਰਚਾਰ

13- ਦੇਸ ਦੇਸਾਂਤਰੀ ਦੀ

— ਜਾਤਰਾ

14- ਉਪਦੇਸ

15- ਦੀਸ਼ਵਰ ਉਪਾਸਨਾ

16- ਭ੍ਰਾਤ੍ਰੀ ਭਾਵ

17- ਲੋਕ ਪਿਆਰ

(ਉਡਨ ਖੋਟਲ)

1- ਪਰੀ

2- ਪਰੀ ਦੇਸ

3- ਸੰਘਾਸਨ

4- ਜਾਦੂ

5- ਜਾਦੂਗਰ

6- ਪਤਾਲ ਲੋਕ

(ਅਜੇਹੇ ਕੁਝ ਸ਼ਬਦ

ਜੋ ਪਰੀਆਂ ਦੀਆਂ

ਕਹਾਣੀਆਂ ਵਿਚ ਵਰਤੇ

ਜਾਣ)

1- ਨਾਰਾਧ

2- ਨਾਰਾਧਿਕ

3- ਪਰਵਾਰ

4- ਕੁਟੰਬ

5- ਕੁਬੀਲਾ

6- ਮਿਲਵਰਤਨ

7- ਜਿਮੇਵਾਰੀ

8- ਪੌੜੇਸ (ਗਵਾਂਦ)

9- ਪੌੜੇਸੀ (ਗਵਾਂਦੀ)

10- ਪੰਚ

11- ਪੰਚਾਇਤ

12- ਪੰਚਾਇਤੀ

13- ਫੈਸਲਾ

14- ਸਿਰ ਨਿਵਾਣਾ

15- ਰਪੋਟ ਦੇਣਾ

16- ਫਾਰਜਾਦ ਕਰਨਾ

17- ਡੰਡ

18- ਜੁਰਮਾਨਾ

19- ਸੁਗੰਦ

20- ਬਿਆਨ

21- ਦਲੀਲ

22- ਗਵਾਹੀ

23- ਸਰਪੰਚ

1- ਚੋਣ



- 2- ਸੁਧਾਰ
- 3- ਪੰਚਾਇਤ ਘਰ
- 4- ਚੋਰੀ
- 5- ਮੁਹਰ
- 6- ਖਰਚਾ
- 7- ਪਰਚਾ
- 8- ਹਿਫਤ ਸਿਹਤ  
(ਸਰੀਰ ਰਖਿਆ)  
ਅਕੋਗਤਾ
- 1- ਟਰਾਜਾ
- 2- ਨਾਲੀਆਂ
- 3- ਵੂੜੀ
- 4- ਘੋੜੇ
- 5- ਉਪਲੇ (ਪਾਈਆਂ)
- 6- ਗੋਬਰ
- 7- ਛੱਪੜ
- 8- ਕੁੜਾ ਕਰਕਟ
- 9- ਹਵਾਦਾਰ
- 10- ਰੋਸਨ ਦਾਨ
- 11- ਮਫੇਦੀ
- 12- ਚੂਨਾ (ਕਲੀ)
- 13- ਖੂਹ
- 14- ਮੰਡੇਰ
- 15- ਚਰਖੜੀ
- 16- ਲੱਜ
- 17- ਡੋਲ
- 18- ਪੰਪ

## ਸਿਸਟਾ ਚਾਰ

- 1- ਪਰਨਾਮ

- 2- ਪਾਨਵਾਦ
- 3- ਕਿਰਪਾ
- 4- ਨਿਮਤਾ
- 5- ਸਹਾਇਤਾ
- 6- ਦਰਸਨ ਦੇਣਾ
- 7- ਪਧਾਰਨਾ
- 8- ਸਵਾਗਤ
- 9- ਜੀ ਅਇਆਂ ਨੂੰ
- 10- ਸੂੀ
- 11- ਸੂੀਮਾਨ
- 12- ਬਰਖਾ ਰੁਤ
- 2- ਜਲ
- 3- ਵਾਜੂ
- 4- ਸਮੰਦਰ
- 5- ਸਾਗਰ
- 6- ਤਪਸ
- 7- ਬੁਖਾਰਾਤ (ਬਝਾੜ)
- 8- ਬਦਲ
- 9- ਘੋਟਾ
- 10- ਘਟਾਟੋਪ
- 11- ਘੰਘੋਰ
- 12- ਬੰਦ
- 13- ਪਰਬਤ
- 14- ਅੰਧਕਾਰ
- 15- ਮੁਹਲੇ ਪਾਰ
- 16- ਉਲੇ
- 18- ਹੜ
- 19- ਰੋੜ੍ਹਨਾ
- 20- ਕੰਢਾ

- 21- ਬੋੜੀ
  - 22- ਨੌਕਾ
  - 23- ਮਸਕ
  - 24- ਤੁੰਬਾ
  - 25- ਤੋਰਨਾ
  - 26- ਰਾਹੂ
  - 27- ਤਾਰੀ
  - 28- ਮਲਾਹ
  - 29- ਚੱਪਾ
  - 30- ਚਸਮਾ
  - 31- ਮਖਾਲ
  - 32- ਦਹਾਨ
- 
- 1- ਮਸਤਕ
  - 2- ਕ੍ਰੋਧ
  - 3- ਕਲੇਸ਼
  - 4- ਕਸ਼ਟ
  - 5- ਵਿਘਨ
  - 6- ਪ੍ਰਾਨ
  - 7- ਆਜ਼ੂ
  - 8- ਜੀਵਨ
  - 9- ਸੁਖੜ ਸਿਆਣਾ
  - 10- ਸੁਹਾਵਣਾ
  - 11- ਅਨੇਕ
  - 12- ਮਾਰਗ
  - 13- ਲਗ ਪਗ
  - 14- ਸੁਭ
  - 15- ਬੀਜ
  - 16- ਜੜ੍ਹ
  - 17- ਤਨਾ



18- ਸਾਖ  
19- ਟਿੱਠੀ  
20- ਕੁੰਪਲ  
21- ਪੱਤਾ  
22- ਛਿੱਲ  
23- ਗੁੱਦਾ

25- ਪ੍ਰਸੰਤਾ  
26- ਮੰਗਲ  
27- ਆਹਾਰ  
28- ਬਰਤ  
29- ਪ੍ਰੀਤੀ ਭੋਜਨ  
30- ਸਵਾਮੀ  
31- ਸਹਿਜ  
32- ਸਫਲ  
33- ਸਰਲ  
34- ਹੋਣਹਾਰ  
35- ਹਿਰਸ  
36- ਸੁਭਾਓ  
37- ਸੰਤਾਨ  
38- ਸੁਸ਼ੀਲ  
39- ਸਨਮਾਨ  
40- ਸੰਥਾ  
41- ਸਾਧਾਰਨ  
42- ਸੰਦਰ  
43- ਸੰਦਰਤਾ  
44- ਸੂਰਮਾ  
45- ਸੰਤੋਖ  
46- ਵਿਸ਼ਵਾਸ  
47- ਨਿਸ਼ਚਾ

48- ਪ੍ਰਮੰਤ  
49- ਹਠ  
50- ਹੰਸ ਮੁਖ  
51- ਹੱਕਾ ਬੱਕਾ  
52- ਹੰਝੂ  
53- ਕੁ ਸੰਗਤ  
54- ਕੇਵਲ  
55- ਰੋਹੀ  
56- ਮੈਰਾ  
57- ਬੰਜਰ  
58- ਕਲੱਰ  
59- ਬਾਹੀ, ਨਹਿਰੀ  
60- ਬਾਰਾਨੀ

1- ਖੋਚਲ  
2- ਖੰਡਰ  
3- ਖਰਾਸ਼  
4- ਖੁਰਲੀ  
5- ਘਰਾਟ  
6- ਗਿਆਨੀ, ਧਿਆਨੀ  
7- ਗੁੱਝਾ  
8- ਗੁਮੈਲਾ  
9- ਗਰੰਥ  
10- ਘਰੋਗੀ  
11- ਚੁੱਟੀ  
12- ਚੋਣ  
13- ਛੱਜ  
14- ਛਾਪਾ ਖਾਨਾ  
15- ਝਰਨਾ  
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17- ਟਪਲਾ  
18- ਟਕਸਾਲ  
19- ਟਾਪੂ  
20- ਠਾਠ  
21- ਡਸਟਾ  
22- ਦਸਤਖਤ  
23- ਜੇਮਾਲਾ  
24- ਬਸਤਰ  
25- ਬਿਪਤਾ  
26- ਮੁਢਲੀ  
27- ਮਮਤਾ  
28- ਮਹਿਮਾ  
29- ਮਿੱਤ੍ਰ  
30- ਮਿਤ੍ਰਤਾ  
31- ਮਤਾ  
32- ਰੋਸ਼  
33- ਰਮਨੀਕ  
34- ਰਾਜਧਾਨੀ  
35- ਰੁਵਾਂ  
36- ਰੁਚੀ  
37- ਵਿੱਤੋ  
38- ਵਿਉਂਤੋ  
39- ਵਿਚਾਰ  
40- ਵਿਆਪਕ  
41- ਵਸਤੂ  
42- ਵਸੋਂ  
43- ਵੰਡ  
44- ਪ੍ਰਾਣੀ  
45- ਯੁਵਕ  
46- ਨਦੀ



47- ਤਲਾਬ  
48- ਸਰੋਵਰ  
49- ਸਰ

50- ਹਰਦਵਾਰ  
51- ਗੰਗਾ

52- ਤੀਰਥ  
53- ਯਾਤਰਾ

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2- ਉਗਾਹੀ  
3- ਨਿਮਾਂ  
4- ਅਨਿਮਾਂ  
5- ਪੰਚ  
6- ਪੰਚਾਇਤ  
7- ਜੱਜ  
8- ਗਵਾਹ  
9- ਕਚਹਿਰੀ  
10- ਵਕੀਲ  
11- ਮਾਸ਼ਾ  
12- ਨਿਰਾਸ਼ਾ  
13- ਉਸਤਤ  
14- ਨਿੰਦਿਆ  
15- ਅਰਥ  
16- ਵਿਅਰਥ  
17- ਅੰਧਕਾਰ  
18- ਪਰਕਾਸ਼  
19- ਅਲਾਪ  
20- ਅਕਾਰ  
21- ਅਣਖੀਲਾ  
22- ਮਹਾਤਮਾ  
23- ਇਤਿਹਾਸ

24- ਈਰਖਾ  
25- ਵਿਕਸਾਰ  
26- ਅਪਰਾਧ  
27- ਅਨੁਸਾਰ  
28- ਅਣਗਿਣਤ  
29- ਸਵਾਗਤ  
30- ਸਤਿਕਾਰ  
31- ਪਵਿਤ੍ਰ  
32- ਅਪਵਿਤ੍ਰ  
33- ਮ੍ਰਿਤ  
34- ਅਸਤ੍ਰ  
35- ਨਾਥ  
36- ਅਨਾਥ  
37- ਜੋਗ  
38- ਅਜੋਗ  
39- ਆਤ੍ਰਤ  
40- ਆਤ੍ਰਤੀ  
41- ਇਤਿਹਾਸਕ  
42- ਸਾਵਧਾਨ  
43- ਕਸਟ  
44- ਮਲੀਨ  
45- ਪ੍ਰੀਖੀਆ  
46- ਖਿਮਾਂ

47- ਸੰਖਿਆ  
48- ਪਿਆਰਾ  
49- ਸੰਦੇਸ਼  
50- ਸਮਾਪਤ  
51- ਨਿਕਟ  
52- ਮਨੀਆਰਤਰ  
53- ਪਾਰਸਨ  
54- ਰਸੀਦ  
55- ਦੋਸ਼  
56- ਪ੍ਰਾਕਥਨਾ ਪੱਤ੍ਰ  
57- ਅਚਰਜ  
58- ਉਧਾਰ  
59- ਕਰਜ਼ਾ  
60- ਵਿਆਜ  
61- ਮੂਲਧਨ  
62- ਸਾਹੁਕਾਰ  
63- ਸੰਘਾਣਾ  
64- ਕੋਠਰ  
65- ਪੱਥ  
66- ਪਾਲਣ  
67- ਪੋਸਣ  
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69- ਸੁਲਾਲ



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73- ਕਟਾਰ	103- ਚੱਕਰ	132- ਸੁਰ
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79- ਉਪਰੰਤ	109- ਤਲਵਾਰ, ਢਾਲ	138- ਵਜ਼ੀਫਾ
80- ਉਹਦੇਦਾਰ	110- ਜੋਗ ਸ਼ਕਤੀ	139- ਰਿਸ਼ਟ ਪੁਸ਼ਟ
81- ਉਤਪੱਤੀ	111- ਗੁਪਤਵਾਸ	140- ਸੁੱਟੋਲ
82- ਜੁਗਾਲੀ	112- ਇੰਦ੍ਰ ਪ੍ਰਸਤ	141- ਬੇਟੋਲ
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93- ਜੁਧਿਸ਼ਟਰ	123- ਲੇਖਨੀ	152- ਰਾਜਦੂਤ
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167- ਪਾਸਬੁਕ	197- ਉਪਕਾਰ	222- ਨਸ਼ਟ
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177- ਸ਼ਹਾਦਤ	206- ਦੁਖਦਾਈ	232- ਤਵੇਰਮ ਪ੍ਰਸੰਨ
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191- ਬਲੇਡਰ

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- 26- ਕੁਤੇ ਦੀ ਮੈਤ ਮਰਨਾ

## ਪੰਜਵੀ ਸ਼੍ਰੇਣੀ

- 27- ਧਿਆਲੀ ਪਲਾਠਿ ਪਕਾਣਾ

- 28- ਖੰਬ ਠਪਣਾ
- 29- ਗੰਢ ਤੁਪ ਕਰਨਾ
- 30- ਗਲ ਗਲਾਵਾਂ ਪੈਣਾ
- 31- ਗਲ ਪਿਆ ਢੋਲ ਵਜਾਨਾ
- 32- ਘੱਟੋ ਕੋੜੀਆਂ ਰਲੋਈਆਂ
- 33- ਘਰ ਫੁਰ ਤਮਾਸਾ ਵੇਖਣਾ
- 34- ਘੱਟ ਵਟਣੀ
- 35- ਚਾਦਰ ਵੇਖ ਕੇ ਪੈਰ  
ਪਸਾਰਨੇ ਚਾਹੀਦੇ ਹਨ
- 36- ਛੋਟਾ ਮੂੰਹ ਤੇ ਵਡੀ ਗਲ
- 37- ਜਿਸ ਤਨ ਲਗੇ ਸੋ ਤਨ ਜਾਣੇ
- 38- ਜਿਸਦੀ ਲਾਠੀ ਉਥਦੀ ਮੱਥੇ
- 39- ਜਮਦੀਆਂ ਮੂਲਾਂ ਦੇ ਮੂੰਹ ਤਿਖੇ
- 40- ਜਿਨੀ ਗੋਡੀ, ਉਨੀ ਡੰਡੀ
- 41- ਜਿਥੇ ਦਰਖਤ ਨਹੀਂ, ਉਥੇ  
ਅਰਿੰਡ ਪਰਧਾਨ
- 42- ਜੋਹੜੇ ਗਾਜ਼ਰੇ ਨੇ ਉਹ  
ਵਸਦੇ ਨਹੀਂ
- 43- ਡੁਲੇ ਬੋਰਾਂ ਦਾ ਅਜੇ ਕੁਝ  
ਨਹੀਂ ਵਿਗਾੜਿਆ
- 44- ਤਖਤ ਜਾਂ ਤਖਤਾ
- 45- ਥੁਕੀਂ ਵੜੇ ਨਹੀਂ ਪਕਰੇ
- 46- ਦਾਣੇ ਦਾਣੇ ਸਿਰ ਮੋਹਰਵੇ
- 47- ਦੋਹੀਂ ਹਥੀਂ ਤੋੜੀ ਵਜਦੀ ਏ
- 48- ਦਾਲ ਵਿਚ ਕੁਝ ਕਾਲਾ  
ਜਾਪਦਾ ਏ
- 49- ਧੋਬੀ ਦਾ ਕੁਤਾ ਨ ਘਰ  
ਦਾ ਨ ਘਾਟ ਦਾ
- 50- ਨੌਂ ਨਕਦਨ ਤੋਰਾਂ ਉਧਰ







67  
Vocabulary (Hindi) .  
Class. I

सिर	पकौड़ा	अनार	टोपी
वाल	अंडा	अंगूर	कोट
माथा	खिचड़ी	सेब	फ्राक
आंख	पूरी	आइ	सलवार
नाक	खांड	अमरुद	रुमाल
कान	गुड़	नाशपाती	जुराब
दांत	शक्कर	बादाम	नाड़ा
जीभ	नमक	अखरोट	बूट
आंठ	मिच	किशमिश	जूती
ठोड़ी	मसूर	दाख	खड़ाऊं
दाढ़ी	मूंग	बूहारा	चुन्नी
मूँछ	चना	खजूर	दुपट्टा
छाती	मोठ	बेर	दर्शी
पेट	मटर	शहतूत	खेस
पीठ	आलू	मूंगफली	चादर
बांह	गोभी	इलायची	सिरहाना
अगुली	उड़द	निम्बू	कम्बल
नख	अरहर	गलगल	सुई
हाथ	कद्दू	आँवला	धागा
अंगूठा	टोँडे	हल्दी	बटन
लात	तोरी	जीरा	चारपाई
घुटना	करेला	धनिया	पलंग
पांव	भिंडी	चावल	खाट
खान पान	शलगम	गेहूँ	कुर्सी
रोटी	साग	मक्की	पीड़ी
पानी	सरसों	जुआर	मूड़ा
दाल	मेथी	जौ	बतन और घर का
भाजी	पालक	गन्ना	सासान
दूध	मूली	बाजरा	कौल
दही	गाजर	पहरावा-वस्त्र	गिलास
माखन	बैंगन	कुर्ता	थाली
घी	टमाटर	कमीज	कटोरा
मलाई	खरबूजा	पजामा	थाल
लस्सी	तरबूज	निक्कर	घड़ा
लड्डू	ककड़ी	कच्छा	पतीला
पेड़ा	केला	अङ्गोछा	कड़छी
जलेबी	आम	पगड़ी	चमचा
	नारंगी		तवा



छलनी	पशु-पक्षी	फावड़ा	पड़ना
छाज	{ गाय	कुदाल	पड़ना
चकला	{ गौ		बताना
बेलना	भैंस	सुहागा	कूदना
पंखा	बकरी	खाद	उछलना
शीशा	कुत्ता	खल	रखना
पोथी	मुर्गा	भूसा	मारना
पुस्तक	बिल्ली	अरहट	छोड़ना
कलम	बैल	टिंड	गिरना
दवात	घोड़ा	निसार	होना
स्लेट	टट्टू	चबच्चा	उठना
तख्ती	ऊंट	अड़ोस पड़ोस	वैठना
चाकू	सांड	लोहार	दौड़ना
पट्टी	भेड़	कुम्हार	खेलना
पेन्सिल	तोता	तखान	सोना
बरता	चिड़ी	बढई	रोना
घर	कच्चा	राज	हंसना
दरवाजा	कबूतर	चमार	खाना
खिड़की	गधा	कहार	पीना
अलमारी	मेढक	चर्खा	पहनना
छत	मक्खी	खड्डी	उतारना
मूर्ति	मच्छर	तकली	खोलना
भाड़न	कीड़ी	वेलना	रहना
टाट	जूं	सूत	सोमवार
ताला	सांप	रुई	मंगलवार
ताली	चूहा	धुनिया	बुधवार
कुझी	बन्दर	तेली	वीरवार
घंटी	रीछ	कोल्हू	शुक्रवार
घड़ी	खेतीवाड़ी	जुलाहा	शनीवार
पाठ	किसान	आग	रविवार
छुरी	हल	आज	संबन्धी
कैची	पंजाली (जुआ)	अन्दर	माता
बैच	दरांती	बाहर	पिता
ईंट	रम्बा	नौकर	भाई
पाठशाला	खुर्पा	अच्छा	बहिन
स्कूल	कही	बुरा	चाचा
गेंद	कुल्हाड़ी	बोलना	मामा
गुल्ली	फाल	सुनना	मासी
डंडा	खेत	जलाना	मामी
			चाची
			नाना
			नानी
			मौसा (मासड़)
			फूफ़ी (बूआ)
			फूफ़ा (फूफड़)
			दादा-बाबा
			दादी
			ताया-ताऊ



## II Class

शरीर सम्बन्धी

लहू

मसूड़ा

फेफड़े

जिगर

अन्तड़िया

पलक

नास

हड्डी

जोड़

थूक

तालू

मांस

चमड़ी

खानपान

पनीर

खोआ

रवड़ी

वर्फी

पेड़ा

वर्फ

परौठा

मिठाई

बताशा

मिसरी

मुरब्बा

अचार

भात

शकरकन्दी

सिंघाड़ा

अरबी

कचालू

अदरक

अलूचा

खुर्मांनी

पेड़-पुष्प-फूल

वृक्ष

कीकर

शीशम

पीपल

चील

जामुन

मोतिया

गुलाब

कमल

गेंदा

चमेली

सूरजमुखी

अड़ोस पड़ोस

साड़ी

वास्कट

धोती

तौलिया

साबुन

तेल

कंधी

मुर्मा

काजल

गुलाबी

पीला

सफेद

काला

लाल

नीला

हरा

गर्मी

सर्दी

पतझड़

बरसात

वसन्त

बहार

आकाश

धरती

पृथिवी

भूमि

वायु

सूय

तारा

चन्द्रमा

वादल

विजली

चमक

कड़क

सांभ

सवेरा

दोपहर

दिन

रात

श्रेणी

चीता

शेर

हाथी

बाघ

हरिण

गिलहरी

चील

न्योला

बिच्छु

मोर

गीदड़

कोयल

घरेलू सामान

परात

चूल्हा

बाल्टी

चक्की

चाटी

मधानी

ढकना

लोटा

प्लेट

प्याली

गागर

पीपा

चौकी

ट्रंक

बुहारी

कोयला

दियासलाई

ईंधन

खदर

खादी

लट्टा

मलमल

झींट

वायल

जीन

दसूती

चांदी

सोना

लोहा

पीतल

टीन

ताम्बा

सौफ

अजवायन

पोदीना

अनारदाना

अमचूर

ताप

खांसी

जुकाम

हलवाई

भीवर

डाक्टर

हकीम

वैद्य

रोगी

मदारी

दर्जी

मोची

धोबी



## II Class (2)

गुरु	इधर	अगस्त	उजला
शिष्य	उधर	सितम्बर	उदास
विद्या	नदी	अक्तूबर	उदासी
विद्यार्थी	नाला	नवम्बर	उपदेश
राजा	नहर	दिसम्बर	प्रसन्न
प्रजा	पहाड़	उमर	उत्तम
पंचायत	नद	जन्म दिन	मध्यम
चौकीदार	टिकट	सच	ओखली
नम्बरदार	कार्ड	अखाड़ा	अक्षर
तहसील	लिफाफा	साथी	डब्बा
पटवारी	गांव	तीखा	दर्जा
अध्यापक	नर	नमस्कीन	डाक
अध्यापिका	नारी	छिलका	डाकिया
थानेदार	कन्या	जल	अखाना
त्योहार	सस्ता	घबराना	चिट्ठी
दिवाली	महंगा	बोना	पार्सल
वसन्त	कवड़ी	काटना	मनिआडेर
दशहरा	कुरती	गाहना	तार
वैशाखी	कसरत	सींचना	भोहर
रखड़ी-राखी	खिलाड़ी	नापना	थैला
होली	भरना	तोलना	वर्दी
होला	पंछी	डरना	वाईसिकल
लोहड़ी	पुत्र	भाड़ना	रंगना
लम्बा	पुत्री	पोछना	धोना
छोटा	गिनती	भूलना	सुखाना
पतला	जल्दी	तानना	इस्तरी करना
भोटा	मूखे	भुकना	मांजना
ऊंचा	प्यारा	कातना	सयाना
नीचा	पत्र	बुनना	सहेली
निकट	देश	धुनना	भिखारी
दूर	भारतमाता	चुनना	घेरा
आसपास	<u>महीनों के नाम</u>	भीगना	सांझा
आरपार	जनवरी	भिगोना	उड़ना
सम्मुख	फरवरी	मोड़ना	उड़ाना
सामने	माच	अटेरना	छूना
भला	अप्रैल	मांगना	गिराना
यहां	मई	प्रश्न	हारना
वहां	जून	उत्तर	हराना
जहां	जुलाई	उजाड़	जीतना
कहां			



## II Class (2)

बुहारना	समय	मांगना
नहाना	अव	अलग
गोडाई	जव	आसरा
तारघर	कव	कृपाण
तार बाबू	अवगुण	सुन्दर
पोस्ट मास्टर	गुण	सफाई
रंगीन	अफसर	कहानी
वैगनी	चरवाहा	कथा
जामुनी	अकल (बुद्धी)	घास
पतंग	स्थान	शब्द
डोर	आंसू	देर
गोला	समाचार-पत्र	चांदनी
चरखड़ी	अखबार	गाना
बिल्लौर	घोंसला	गीत
जोड़ा	स्त्री पुरुष	मीठा
थापाना	ईश्वर	कड़वा
इनाम	आज्ञा	दर्शन
इच्छा	स्नान	राह
इन्जन	पखा	मही
स्टेशन मास्टर	II Class	मेला
रेलगाड़ी	खुला	खिलौना
गाढे	जोड़करना	उद्योग
सीटी	धुआं	
भंडी	शरत्त	
टिकट (घर)	ठंडा	
प्लैट फार्म	गरम	
मुसाफिर	छुट्टी	
पटड़ी	भूख	
तार	प्यास	
खरभा	बाकी	
कुली	जयहिन्द	
सिगनल	बचन	
मालगाड़ी	रसोई	
डाकगाड़ी	भोजन	
आशा	सुख:दुख	
ऊजड़	दाया	
उतरना	बाया	
चढ़ना	शोर	
तब	पीघ	

पुस्तकालय  
गुरुकुल कांगड़ी



## III Class

कुमार	अमृत	रामायण	हनुमान्
वस्तु	जाति	सौतीली माता	नाथ
इम्तिहान	देश भक्ति	सीता	भ्रातृ-प्रेम
शत्रु	बलिदान	दशरथ	मर्यादा
मित्र	निर्बल	युवराज	गुरु नानक देव
सज्जन	बलवान	विश्वामित्र	जन्मस्थान
दुर्जन	धर्म	गुरुकुल	जन्म-भूमि
शीघ्र	हत्याकांड	आश्रम	बाल लीला
मूढ़	दुकान	शिक्षा	निरकार
दयालु	वाणिज	शस्त्र विद्या	सत्यनाम
समीप	व्यापार	वेद	महिमा
कृपालु	ग्राहक	शास्त्र	उपकार
आमन	उधार	ब्रह्मचर्य	अपकार
नगर	लेन देन	ब्रह्मचारी	परोपकार
नागरिक	नकद	मृग छाल	उद्यम
आयु	बहीखाता	कुटो	आलस्य
सत्य	लेखा	वन	उपजाऊ
प्रार्थना	तोल माप	आश्रम	उदय
अधिक	तोलना	ऋषि	अस्त
आगे	तराजू (तकड़ी)	यज्ञ	उपाय
पीछे	वट्टे छटांक	हवन	अभागा
अधिक	पाव सेर पंसेरी	होम	सौभाग्य
अभ्यास	मन रत्ती मासा	गुरु	भाग्यवान्
पारितोषक	तोला	शिष्य	अनोखा
खलिहान	धड़ा करना	विवाह	आशा
मंडी	पासंग करना	स्वयंवर	निराशा
आढ़ता	थड़ी	धनुष	
आढ़त	लाभ	राजतिलक	
पशु मंडी	हानि	वर	
हरिद्वार	व्याज	वनवास	
मन्दिर	साहूकार	राक्षस	
तीर्थ	पूँजी	युद्ध	
अमृतसर	बणजारा	विमान	
गंगा स्नान	रोकड़	सञ्जीवनी	
नदी	परचून	बूटी	
तालाब	थोक	वानर	
सर	उजड़ना	सेतुबन्ध	
सरोवर	परिक्रमा	लङ्का	
जल्लियां बाला बाग		रावण (दश ग्रीव)	
शहीद			
आनन्द पुर			



सजन	पत्नी
मरहमपट्टी	घन हथौड़ा
फटकरी	उत्थान
सुहागा	पतन
किनाइल	स्वाधीन
सिर्का	पराधीन
मलेरिया	कल्याण
बुखार	शुभ
मियादी	दिशा
कांपना	सन्देश
जिकलोशन	परदेश
बोरिक	सुविधा
टिंचरायडीन	सहानुभूति
वैसलीन	नियत
स्वास्थ्य	नित्य
नीरोगता	स्वयंसेवक
व्यायाम	---
वायुसेवन	
तहसील	
जिला	
प्रान्त	
बलवान्	
कारण	
सुशील	
मार्ग	
भीख	
सेवा	
दान	
ओर	
तलवार	
जी	
जड़-चेतन	
पवन	
प्रभु	
प्रभूता	
यश	
अपयश	
पति	



## III (2)

छाल	कुसङ्गति	निर्भय	रस (रसौत)
गूदा	केवल	वस्त्र	दुकान
मुख्य	राही	विपत्ति	वैशाख
मुखिया	कलराटी	सँपत्ति	ज्येष्ठ
प्रतीक्षा	दञ्जर	आपत्ति	अषाढ़, सावन
प्रसन्नता	नहरी	मौलिक	भादो, असूज
मृत्यु	चाही	ममता	कार्तिक, अगहन
आहार	बारानी	मित्रता	पौष, माघ
व्रत	रत्न	मत	फागुन, चैत्र
प्रीति-भोज	ध्यान	रोष	पचमी
सह भोज	ज्ञान	राजधानी	अष्टमी
स्वामी	सप्ताह	रमणीक	एकादशी
सेवक	खण्डित	रण	पूर्णिमा
सहज	खण्डहर	रुचि	अमावस
सफल	यद्यपि	व्योत	शीतकाल
सरल	खरास	विचार	धुन्ध
सुगम	घराट	वित्तानुसार	कुहरा
होनहार	गुप्त	व्यापक	पाला पड़ना
ममता	क्रोधी	विस्मय	शीत
स्वभाव	ग्रन्थ	बांट	माघी
संतान	खर्चा	प्राणी	रयोड़ी
सुशील	पर्चा	युवक	चिड़वे
सम्मान	हर्जा	टहलना	मकई की खीलें
साधारण	चही	माँलेश करना	हस्पताल
सुन्दरता	चौखट	गहरा सांस	नर्स दाई
शूर-वीर	चुनाव	श्वास	कम्पौंडर
निपुण	चिंगारी	दिल	औषध
चतुर	छापाखाना	तिली	औषधालय
सन्तोष	भरना	सूजस	वैद्यक
विश्वास	गण्डासा	पलक	पन्सारी
निश्चय	टकसाल	पीड़ा	अर्क
घमण्ड	टापू	लाली	सौँफ
हठ	ठाठ बाट	खुजली	मुलट्टी
छल	डसना	कसक	कूनैन
कपट	हस्ताक्षर	खाज	तुलसी
हँसमुख	जय माल	धूप	हरड़
आह	राम राज	छायो	गुलकन्द
अहंकार	निर्दय	धूल	रोगी
			घायल



अन्न	फरयाद	श्रीमती	किनारा
अन्नदाता	दण्डदेना	चिरंजीव	तीर
आनन्द	जुर्माना	जलपान	तट
मुख्याध्यापक	क्रिन्तु	प्रकृति	नाव (नौका)
मुख्याध्यापिका	परन्तु	निरीक्षण	मशक
डिस्ट्रिक्ट	शपथ (सौगन्ध)	वर्षा ऋतु	तूम्बा
इन्सपेक्टर	बयान	बाढ़	तैराक
परमेश्वर	युक्ति	भाप	तैरना
एकता	गवाही	जलवायु	खेवन
एकान्त	सरपंच	विद्याभ्यास	चप्पू
अग्नि	सुधार	सच्चा सौदा	मल्लाह
संकट	पंचायत घर	धर्म कमाई	स्तोत्र
आवभगत	स्वास्थ्य-रक्षा	प्रचार	चश्मा
एकत्रित	खाद के लिये गढे	देश देशान्तर	मुहाना
इकलौता	नाली	यात्रा-भ्रमण	दहाना
परन्तु	गन्दा जल	आदेश	निडर
रक्षा	उपले	सिद्धान्त	भयानक
पातान लोक	गोधर	ईश्वर-उपासना	मस्तक
स्वर्ग	जोहड़ (छप्पड़)	भ्रातृ-भाव	पतित
परियों की कहानी	कूड़ा करकट	लोक प्रेम	क्रोध
सम्बन्धी	रोशन दान	इन्द्र जाल	क्लेश
शब्द	हवादार	परी	कष्ट
नागरिकता	चूना (कली)	परियों का देश	विघ्न
परिवार	सफेदी	सिंहासन	प्राण
कुटुम्ब	रस्सी	जादू (गर)	जीवन
कवीला	डोल	सागर	सुघड़
सहयोग	मु डेर	समुद्र	सुहावना
जिम्मेवार	पंप	बादल	अनेक
पड़ोस	शिष्टाचार	घटा टोप	मार्ग
पड़ोसी	प्रणाम	घन घोर	लगभग
पंचायती	धन्यवाद	घटा	शुभ
निर्णय	सहायता	बून्द	जड़
सिर झुकाना	कृपा-पूर्वक	पर्वत	बीज
मानना	नम्रता	मुसला धार	तना
दुहाई	दर्शन देना	उपल	शाखा
रपट	पधारना	नद	टहनी
खट	स्वागत	दरया	पत्ता
शिकायत	श्रीमान्	बहाना	कौपल



## IV (Class)

पवित्र	अर्थ	पालन-पोषण	सफलता
अपवित्र	व्यर्थ	अकाल	राजदूत
मृत्यु	अधिकार	सुकाल	विधान
असत्य	प्रकाश	धन्यवाद	मिठास
नाथ	आलाप	ग्रीष्म	राजव्यवस्था
अनाथ	मिलाप	भरोसा	नेत्र
योग्य	विलाप	जांच	एकान्त
अयोग्य	प्रलाप	पड़ताल	उचाट
आहत	आहार	यत्न	दर
आहूती	निराहार	मुक्ति	पांच प्यारे
अपराध	पड़ोसी	लक्ष्मी	भवानी
ऐतिहासिक	आंत	पुस्तकालय	दशम ग्रन्थ
सावधान	महात्मा	सूचीपत्र	वीर-वैरागी बन्दा
सावधानता	इतिहास	कोष	रणभूमि
कष्ट	ईर्ष्या	सूचिका	दशमेष
मलीन	घृणा	वियोग	रणभूमि
परीक्षा	अनुसार	संयोग	रणभेरी
परीक्षक	अनगिनत	उद्योगधन्वे	रणजीत नगाड़ा
क्षमा	स्वागत	मीनाकारी	छूत की बीमारी
प्रिय	सत्कार	शिल्प	हैजा
सन्देश	प्रान्त	मौनपाठ	चेचक
संख्या	स्वच्छ	कसीदा	प्लेग
सम्पूर्ण	अवकाश	उनाई	कीटाणु
मनीआर्डर	प्रार्थना	उपस्थित	वमन
उपमा	चौखट	अनुपस्थित	दस्त
उगाही	दोष	उत्तीर्ण	चेतावनी
न्याय	सुगन्ध	अनुत्तीर्ण	गले सड़े कच्चे फल
अन्याय	अचरज	अद्भुत	पोटेशिचम परमेस्वर
पंच	उधार	सुडौल	कारण
पंचायत	कर्जा	बेडौल	उपाय
जज	व्याज	प्रबन्धकर्ता	टीका
कचहरी	मूलधन	कार्यकर्ता	कुरूपता
वकील	साहूकार	कार्यवाक्य समिति	अंग विकार
मुन्शी	वना	आप बीनी	हानि
स्तुति	कठोर	जग बीती	लक्षण
निन्दा	पथ्य	दुहाई	सक्रामक रोग
प्रसिद्ध	पथिक	घरेलू	सावधानता
निषिद्ध	पथ	उपमन्त्री	मिथ्या भ्रम
		मुख्य मन्त्री	



देखभाल	सुदर्शन-चक्र	घोषणा	मनोरथ
चिकित्सा	युद्ध	जप तप, जननी	ममोहर
वेकसीन	अग्नि बाण	जीवन चरित्र	मनहर
उत्पन्न	गदा युद्ध	प्रण-पालक	प्रतिकूल
उपरांत	रथ, शङ्ख	भवदीय	सम्पन्न
उत्पत्ति	गीता, उपदेश	केन्द्र	विविध
जुगाली	कर्म योग	प्रकाशक	विभिन्न
अविनाशी	पटना	संस्करण	जलपान
अभ्यास	वाल्यावस्था	मुद्रक	रुपहला
अवश्य	यौवन काल	स्थापना	सुनहला
आवश्यक	गुरु तेगबहादुर	विकराल	अनुमान
आवश्यकता	बलिदान	चक्रवर्ती	प्रमाण
आलस्य	साहिब जादों का	वक्ता	उपमान
धरोहर	बलिदान	दुराचार	शिखर
प्रण	वर्गमूल	दुराचारी	घटनाचक्र
प्रयोग	क्षेत्रफल	सदाचार	कुपित
सहयोग	बैंक	सदाचारी	उत्सुक
महाभारत	चैक, हूँडी	विज्ञापन	संग्राम
श्री कृष्ण	मैनेजर, पासबुक	राजनीतिज्ञ	उत्तमोत्तम
पाण्डव	अवस्था, होनहार	स्वाभिमान	अधमाधम
कौरव	अनहोनी, प्रमाणित	क्रीडाक्षेत्र	भव्य
अर्जुन	सदैव, लोक	प्राणायाम	समाप्त
भीम	परलोक	अनुग्रह	समर्पण
युधिष्ठिर	संकोच	गुरुपर्व	उपहास
दुर्योधन	अहिंसा	अख्यात	उपहार
द्रौपदी	सभ्यता, सभा, सभ्य	नक्षत्र	समापन
भीष्मपितामह	फुहार	ग्रह	वेतन
द्रोणाचार्य	थकान	अबला	अवैतनिक
कर्ण	उषा काल	महिला	रिक्तस्थान
जुआ	तुच्छ, बुद्धि	यौवन	प्रमापक
पांसा, दाव	तत्पर	युवती	प्रामाणिक
लाक्षा-गृह	नरेश	अभय	असाधारण
चौर हरण	मानहानि	व्याकुल	तत्परता
योग शक्ति	पाठ-पूजा	भय भीत	संचालक
गुप्त वास	दान-पुण्य	विरोधी	जनमत
इन्द्र प्रस्थ	कथावार्ता	अनुकूल	प्रजातन्त्र
हस्तिनापुर	भजन-पाठ	गतदिन	जन तन्त्र
चक्रव्यूह	सहमत	सौंदर्य	पावन



सन्धि	अतिरिक्त	स्यर्गीय	रिक्ताना
नीतिज्ञ	पंचांग	राष्ट्र	चटसार
समाधि	अपमान जनक	राष्ट्रप्रति	परंचय
आत्म विश्वास	पैतृक	राष्ट्रीय	चिड़चिड़ा
सन्देह	सभ्यता	जन मन गण	चका चौध
सन्दिग्ध	संस्कृति	उच्चकोटि	छीकना
असीम	पुरस्कार	चलचित	जंभाई
आश्रित	प्रस्थान	रुग्ण	जड़ना
अनुज	आरोप	दृष्टिगोचर	जानकार
सुभाव	अन्दोलन	प्राचीन	जुटाना
आत्महत्या	प्रकोप	अर्वाचीन	भपटना
आत्माघात	भगोड़ा	उक्ताना	टालना
विज्ञान	आर्थिक	प्रतिविम्ब	सठियाना
वैज्ञानिक	व स्क	उथलपुथल	ढलना
ग्राम्य	पर्याप्त	अगवानी	थापना
ग्रामीण	प्रौढ़ शिक्षा	अचिन्त्य	दहलना
गंवार	अनुशासन	अजन्मा	मचलना
नागरिक	मानव शास्त्र	ऐंठना	दुधारा
शरणार्थी	उपाधि	अधमुआ	दुलारा
संरक्षण	समर	अधीर	दुधार
अनुपात	स्थिति	आनाकानी	दुत्कारना
प्रतिषेध	परिस्थिति	बेसुध	द्रव्य
छात्रवृत्ति	आधार	अनूठा	धिक्कार
अत्याचार	निराधार	अनभिज्ञ	धारणा
अनुयायी	आश्रय	अनजान	सिकोड़ना
सत्यानाश	निराश्रय	अर्थी	प्राणपण
साहित्य	सुवर्ण	आयुर्वेद	पदक(तमगा)
गौरव	पृथ्वी	पंजर	परछांई
प्रवर्तक	वर्णन	आँचल	पाहुना
महत्त्व	वर्णनीय	आड़	मायका
घातक	अर्जन	उच्चाट	प्रतिनिधि
अपवाद	विसर्जन	उलभना	प्रमुख
विपरीत	उपार्जन	उवलना	फफोला
उदाहरण	श्रम	उबाल	फबना
अभिप्राय	परिश्रम	उलटना	फुटकर
सदुपयोग	आभस	उमारना	बटोरना
अनुकरण	प्रयास दृष्टान्त	ऊबना	बयाना
पत्रव्यवहार	व्याख्या	आंकना	मनौति
यातायात	सम्मेलन	औटना	विलोना
	उन्मत्त	कचनार	व्यापना
	निबन्ध	कतराना	
	व्यवस्था	इतरना	
	मध्यस्थल	ओढ़ना	
	तटस्थ	किरकिरा	
	व्याधि	खकटाना	
	एकाग्रता	खिसियाना	
		गाड़ना	
		विनौना	
		हथियाना	
		रीभना	



## V Class

अवसर	उपराम	अचल	स्वाधीन
समय	अन्त	पुरातन	सावधान
काल	अन्तिम	सनातन	इन्स्पेक्टर
वेला	अनन्त	नूतन	रजिस्ट्रार
सत्याग्रह	आदि	उत्तम	सम्भावना
धर्म	आदिम	मध्यम	संभावित
अधमे	जागृत	अधम	उतेजित
आव. गमन	अनर्थ	वृष्णा	उद्वेग
अमूल्य	समर्थ	वृत्ति	विदित
आचरण	अलौकिक	अन्तर्धान	विद्वान्
समाचार	आर्कषण	अद्भुत	कृषी प्रधान
सदाचार	आदर्श	सत्यवान	मनुष्य समाज
कृतज्ञ	अपार	सत्यवादी	अध्यात्म विद्या
कृतघ्न	अभिमान	न्यायशाला	उपयोग
मेघ	निराभिमान	दूरदर्शी	अनायास
अस्त्र	अमृत	अवहेलना	जीर्णोद्धार
शस्त्र	अमर	निकटवर्ती	उपलब्ध
शास्त्र	भविष्यत्	कटौती	शिक्षा प्रणाली
ज्ञान	भूत	सहयोग	सह शिक्षा
दुर्जन	वर्तमान	समिति	भगीरथ प्रयत्न
उवाला	यन्त्र	भूमि एकत्रीकरण	सीमा
धुआंधार	मन्त्र	सभासद	दुर्गा
ऋण	तन्त्र	सभापति	आमोद प्रमोद
कोलाहल	गायत्री	प्रधान	उपाकाल
दुर्भिक्ष	पक्ष	कोरम	दिनचर्या
सुडौल	कृष्ण पक्ष	मन्त्री	अखिल
सुलभाना	शुक्ल पक्ष	कोषाध्यक्ष	समस्त
निपुण	पक्षपात	कार्यवाही	निर्जला एकादशी
उलाहना	दैनिक	प्रस्तान	नवरात्र
उत्साह	साप्ताहिक	स्वीकार	पंच महायज्ञ
निरुत्साह	मासिक	बहुमत	प्रबन्ध
उचित	वार्षिक	सम्मति	अधोगति
अनुचित	श्रुतिलेख	सर्व सम्मति	संचय
उन्नति	सुर	अल्प संख्यक	परिचय
अवनति	ताल	बहुसंख्यक	संघवे
उपद्रव	अजर	स्वीकृति	विश्व व्यापी
न्यूनता	अचर	स्वीकृत	नीरस
उत्पत्ति	अटल	स्वराज्य	भाग्य विधाता
		स्वतन्त्र	
		पराधीन	



अनुभव	लेख	विश्वस्त	सहर्ष
समस्या	लेखक	विश्वासघातक	वास्तव
अकस्मात्	कविता	तर्क वितर्क	वास्तविक
मुदित	कवि	अहोभाग्य	समारोह
सान्त्वना	निःसंकोच	सौभाग्य	क्रान्ति
आविष्कार	मतमतान्तर	मानसिक	जनश्रुति
बहिष्कार	स्वाभिमान	हार्दिक	काय कारिणी
परिष्कार	जनता	प्राकृतिक	अद्वितीय
निधन	कर्मचारी	कृत्रिम	उत्तरदायी
निधन	भाषण	अभियोग	अवकाश
व्यास पूजा	सभ्यता	अनुपम	पथ प्रदर्शक
भिक्षु	तप	विस्तृत	प्रशंसा
निर्वाण	त्याग	विस्तार	विभाजन
उत्तीर्ण	त्रुटो	सुनिश्चित	प्रवर्तक
अनुतीर्ण	तत्काल	व्यवसाय	घनिष्ठ
विष्णुसं	तत्क्षण	तेजस्वी	निर्वाह
स्मृति	चल चित्र	प्रख्यात	प्राचीन
विस्मृति	विश्व विद्यालय	विख्यात	गुह्य
वेतार की तार	कृत कृत्य	यज्ञोपवीत	प्रत्यक्ष
वार्तालाप	दृश्य	अभाव	परोक्ष
दूरस्थ	हीन	प्रभाव	साक्षात्
नित्यकृत्य	क्षीण	अतिथि सेवा	विज्ञापन
नियुक्त	दीन	राजर्षि	त्याग पत्र
विभूषित	भयावह	सुप्रर्षि	अभिनन्दन पत्र
अनन्य	निर्भीक	देवर्षि	व्यक्ति
दुष्परिणाम	विरुद्ध	ब्रह्मर्षि	रूपरेखा
रहस्य	समीर	महर्षि	कार्य-क्रम
संस्था	स्थावर	यशस्वी	नाविक
दर्शक	जंगम	मनस्वी	पराक्रमी
अध्ययन	बयार	उदरपूर्ती	विभूती
पुनर्जन्म	कलेवर		पाचन-शक्ति
स्वार्थ	प्रातराश	संस्कार	निष्णात
परार्थ	परिवर्तन	विकार	अनेक विध
भेद-भाव	सामग्री	सत्ययुग	अनुराग
सहायक रजिस्ट्रार	गंभीर	द्वापर	करुणा
सम्पादक	पाश्चात्य	कलियुग	संप्रदाय
सूचना	अतिरिक्त	प्रलय	सांप्रदायिक
संवाददाता	उत्कृष्ट	देशव्यापी	भूकम्प
	निकृष्ट		भूचाल



## लोकोक्तियां और मुहावरे

- |                        |                                    |
|------------------------|------------------------------------|
| १. आंख आना             | २६. गले पड़ना                      |
| २. आंखे दिखाना         | २७. चाल चलना                       |
| ३. आंखे फेर लेना       | २८. चल बसना                        |
| ४. आंखे नीची होना      | २९. छाती ठोकना                     |
| ५. आंखें भर आना        | ३०. छुट्टी पाना                    |
| ६. आंखों में धूल डालना | ३१. दाल न गलना                     |
| ७. नाक बाटना           | ३२. दौड़ धूप करना                  |
| ८. नाक में दम करना     | ३३. पीछे पड़ना                     |
| ९. नाक रगड़ना          | ३४. पौ फटना                        |
| १०. कान काटना          | ३५. फलना फूलना                     |
| ११. कान पकड़ना         | ३६. मुँह ताकना                     |
| १२. दांत पीसना         | ३७. मुँह की खाना                   |
| १३. दांत खट्टे करना    | ३८. लाल पीला होना                  |
| १४. हाथ उठाना          | ३९. होनहार विरवान के होत चीकने पात |
| १५. हाथ डालना          | ४०. उल्टा चोर कोतवाल को झांटे      |
| १६. हाथ पकड़ना         | ४१. एक और एक ग्यारह होते हैं       |
| १७. हाथ पांव मारना     | ४२. करेगा सो भरेगा                 |
| १८. हाथ रंगना          | ४३. नौ दो ग्यारह होना              |
| १९. हाथ मलना           | ४४. चुपड़ी और दो दो                |
| २०. सिर ऊँचा करना      | ४५. चोर की दाढ़ी में तिनका         |
| २१. सिर खपाना          | ४६. जान बची लाखों पाये             |
| २२. सिर घूमना          | ४७. जितने मुँह उतनी बातें          |
| २३. सिर झुकाना         | ४८. सांच को आंच नहीं               |
| २४. सिर देना           | ४९. दूर के ढोल मुहावने             |
| २५. गत बनाना           | ५०. ऊँची दुकान फीके पकवान          |



## CHAPTER VIII

## Arithmetic (Classes I-V)

The teaching of numbers and measurement should be related to children's everyday experiences in home and school. In learning the Basic craft, agriculture or spinning, as well as in health and social training many experiences arise, for the understanding of which the child will need to practise counting, measuring adding, subtracting, multiplying, dividing, using money, reading and writing numbers, keeping accounts, and using arithmetical terms in conversation.

The emphasis should be on meanings. Formal computations in writing should not be undertaken until the child understands their meaning thoroughly. Counting by rote should not be taught before the child has had ample experiences of counting objects. The four fundamental processes, the concept of fractions, etc, must be introduced concretely by adding, subtracting, multiplying and dividing the objects with which the child works in agriculture, craft, play, etc. Written work in each process should be postponed, till a number of experiences have made clear the meaning of the process.

International numerals only are to be used.

*Syllabus for Class I.*

*Counting of objects:* As far as counting is needed in garden work and other activities (usually not more than 40); counting of objects by 2's, 10's, 5's, 4's upto 40; rote counting up to 100 [beginning at different numbers]; reverse counting from 20.

Comprehension of the various combinations upto 10, through manipulation of concrete objects; comprehension of the meaning of units and tens.

*Addition and subtraction* of objects upto 20 in number [concrete informal practice before beginning written addition and subtraction].

*Fractions* understanding of one-half and one quarter of an object, as garden plot, rupee, piece of cloth, window, door, etc.

*Reading.* numbers upto 100 [pages of books, etc].

*Writing numbers* upto 100. Simple, one column addition and subtraction (vertical arrangement) sum not to exceed 10. Use of signs and + and -, recording numerical facts connected with work in the garden and other activities.

*Measurement:* Use of inch, foot, yard, in measuring garden and objects used in craft and other activities. [each child to make a cardboard foot-rule marked in inches and half inches]; use of the measures pao and seer; recognition of common coins-rupee, 8 annas, 4 annas, 2 annas, anna and pice; time, reading the clock [Cardboard clock] at full hours only; conversation about time, as day, night, morning, afternoon, days, weeks and months.

*Vocabulary.* Big, little, long, short; high, low; near, far; wide, narrow; more than, less than, same as, few, many, straight line, curved line, square, circle, etc. as needed in conversation about the garden and handwork; cardinal numbers, first to tenth.

*Syllabus for Class II.*

The emphasis to be on mastery of simple addition and subtraction.

*Counting.* Objects arranged in groups, as by 2's, 5's, 10's, etc. Rote counting by 1's, 2's, 5's, 10's, 20 and by 100's to 1000, Reverse counting, comprehension of meaning of units; tens, hundreds and thousands.

*Reading and writing :-* Numbers upto 1000 as required in garden and craft work and other activities. Making written records relating to numerical facts in the



daily diary or on charts.

*Measurements.* Further use of common measures of length, weight, money time, in connection with the garden, craft and other class work. Construction of tables with concrete objects, tables of money [rupee, anna, pice], length [yard, foot, inch] and of weight [maund, seer, pau and chhattank].

*Comparing.* Distances, heights, weights, positions [first, second, etc].

*Calendar.* Days, weeks, months and years.

*Addition and subtraction.* Practice in grouping objects to learn concretely the 81 addition facts [such as  $3=1+1+1$ ,  $1+2$ ,  $2+1$ ] and the 81 subtraction facts. Daily practice in memorising these facts, in connection with the activities in the basic craft, in house-work and games. Simple written addition and subtraction with two and three-figures numbers, without carrying and borrowing. Later [when addition and subtraction combinations have been mastered] carrying and borrowing to be taught. Use of zero.

*Fractions.* Understanding, through concrete objects, of fractional parts of whole objects.  $1/2$ ,  $1/3$ ,  $1/4$ ,  $1\frac{1}{2}$ ,  $2\frac{1}{2}$ .

*Multiplication and division.* Construction, by counting and by arranging objects [as bricks for building, seeds, papers, taklies, slivers, farm tools, coins, etc of multiplication and division tables 1 to 10 & 16. [No rote learning of tables till after frequent practice in giving all these separate facts automatically]. Beginning of written multiplication and division with one-figure multipliers and divisors.

Conversation to develop vocabulary, as in Class I.

### Class III.

Reading and writing numbers upto 1,000,00. Counting by 100's to 1000, and by 1000's to 1,00,000. Comprehension of complete rotation system.

*Addition and Subtraction.* (Oral) Review of addition facts and subtraction facts. Simple oral problems related to farm, craft and class activities.

(Written) column addition and subtraction in higher decades, first without carrying and borrowing then with carrying and borrowing; practice in use of zero; single column addition with six or seven addends; practice in checking answers.

*Multiplication.* (Oral) Review of multiplication facts in tables 1 to 10 and 16,  $\frac{1}{2}$  and  $1\frac{1}{2}$ . Construction of multiplication tables 12 and 15, and  $\frac{1}{2}$  and  $1\frac{1}{2}$ . [Written Multiplication with two-and three-figure Multipliers. Use of the sign=

*Division.* [Oral] Review of division facts as the reverse of the multiplication facts. [Written] Division with 1 to 10 and 16, then with two and three-figure divisors, with no remainder.

*Reduction.* of money in ascending and descending order.

Addition and subtraction of money.

*Fractions.* Unit fractions  $1/2$  to  $1/10$  and  $1/16$ . Problems involving simple fractional parts [related to division].

*Measurement.* Further practice in interpreting by measuring and by estimating the quantitative aspects of the environment, as size [school room, yard, garden, etc.], distance [between points in children's daily experiences].

Height. [buildings, poles, trees, persons].

Length. [roads, canals, rooms, tables].

Weight. [animals, bags of grain, books, persons].

Time. [minutes, hours, days].



**Number.** [children in classes, families in villages.]

**Cost.** [food, cloth, book, animals].

Construction of simple tables of measures needed by children in their activities.

#### CLASS IV.

**Measurement.** Review of all tables of measurement previously learnt. Idea of kanal, acre, jarib, ghumaon and karam, area of square and rectangle, making parallel lines, finding centre of a circle, drawing a circle with a given centre, acquaintance with the form of a triangle and of a cube and a sphere.

Review and use of tables of measurement.

**The four fundamental processes.** Practice in oral and written computation as needed in daily activities connecting the basic craft [agriculture or spinning and weaving] with other handwork, games, etc. More difficult steps in the four processes, division with remainders, short method of multiplying by 10, 100, 1000. Compound addition and subtraction multiplication and division of money, weight, time and length.

**Fractions.** Fraction form for division facts [as  $25 \div 5$  is the same as  $1/5$  of 25.] Use of fractions in money, weight and length measures, comparison of simple fractions, terms used in fractions, numerator, denominator etc.

**Account keeping.** Beginning of simple book-keeping in connection with farm, garden, spinning, weaving, cooking, cleaning etc. keeping lists of tools, seeds, produce quantity of food, buying and selling, simple profit and loss without percentages.

**Records:** Simple graph and simple average, as needed for records and craft-work etc.

**Interest** by the Mahajani Method.

**Gurs.** (Problems about money, weight and length.)

#### CLASS V.

Review of work done in Class IV,

**Measurement.** Drawing of fields [or rooms] to scale, measurement of land by the Patwari method [ghumaons, bighas, kanal, marlas and sarsahi] acre, square yard, square foot, and square inch, Prime numbers and factors, G. C. M. and L. C. M. by factors.

**Four Fundamental Rules.** Oral-drill, practice in problem solving.

**Fractions.** Addition, subtraction, multiplication, division, of simple fraction with like denominators. Easy cases of reduction to common denominator. All problems in fractions having denominators of 10 or multiples of 10 as decimal fraction.

**Unitary Method** [Only simple cases] calculation of taxes, wages, rents commissions, buying and selling.

**Percentage.** Very simple cases related to every day problems in farm, home and school activities.

**Simple Interest.**

**Account keeping,** Preparing statements of accounts concerning.

[1] family expenditure

[2] income and expenditure on [a] Agriculture and gardening. [b] Kitchen  
[c] spinning and carding (or other crafts).

[3] expenditure on celebration of festivals.

Simple profit and loss calculations without percentages, simple cooperative societies accounts, cost of fencing, turfing, sowing and planting.

**Records.** Lists and statements of equipment and work, sports, library etc.



## CHAPTER IX.

General Science [Classes I—V].

Aims.

1. To give pupils an intelligent and appreciative outlook on nature.
2. To encourage pupils to observe things around them and test their observations by experiments, thus stimulating in them the spirit of scientific enquiry.
3. To enable them to understand the scientific principles exemplified in the natural phenomena around the application of science, for the service of man.
4. To introduce them to the important incidents in the lives of some great scientists.

Note:—The syllabus in General Science will have to be taken up in correlation with Health Activities and the Basic Craft in the Junior Basic School. In primary schools this subject is to be taught in correlation with children's activity under the activity programme.

## CLASS I.

1. Plant life. Recognition of some plants and flowers in the neighbourhood.
2. Animal Life. Recognition of some birds and animals found in the neighbourhood. Keeping and feeding of pet animals and birds.
3. Cleanliness and Health. Need and importance of personal cleanliness, use of dust bins, buckets, latrines, urinals, etc. Keeping clothes, floor and other articles of use clean. Not to spill ink on them.
4. General:—
  - (a) Sun-rise and Sun-set. Knowledge of directions.
  - (b) Air. Its importance in life—fresh and impure air.
  - (c) Water. Pure and clean, sources of water, simple methods of cleaning water (decantation and filtration).
  - (d) Clean and dirty food.

## CLASS II.

1. Plant Life. Names of various plants, trees and crops. Learning to enjoy the beauty of flowers in colour, form and smell. Different parts of a plant. Observation of a growing plant, things necessary for its growth.
2. Animal Life. House of animals, keeping and feeding of pets. Recognition of some more birds, stories about the life of a few birds.
3. Cleanliness and Health programme regarding self and surroundings as in Class I.
4. General:—
  - (a) Insects, worms and reptiles found in the neighbourhood.
  - (b) Seasons and their effect on life.
  - (c) Safety first. How to protect one's self against fire. How to extinguish fire.
  - (d) What to do in case of simple injury.
  - (e) What sun and moon do for us.
  - (f) Common uses of water and air.
  - (g) Food-rotten, stale and over-ripe. Harm done by injudicious and over-



eating, protection of food. . .

(h) Knowledge of directions and its use.

### CLASS III.

#### 1. Plant life.

Plants provide us with food, shelter and clothing.

#### 2. Animal life:-

(a) Insects. Useful and harmful to plants. Life history of a butterfly and a grass-hopper.

(b) Birds-useful and harmful, their utility, restrictions imposed on killing of birds.

#### 3. Cleanliness and Health programme to be the same as in Class II.

#### 4. General:—

(a) Importance of air in human, animal and plant life, More information about uses of air.

(b) Water-Its purification with alum-distillation.

(c) Food-raw and cooked, milk and milk products.

(d) Our mode of living in respect of seasonal changes.

(e) Sun-a source of heat and night. Simple demonstration of day and night with home made globe and electrical torch or a lantern.

### CLASS IV.

#### 1. Knowledge of the various types of soil.

#### 2. Food, what food is good for health ?

#### 3. Elementary knowledge of infectious diseases and how to check them.

#### 4. Water cycle in nature.

#### 5. Use of common medicines, Potassium permanganate, Tincture Iodine, Quinine. Cleanliness programme to be continued.

#### 6. Simple idea of the three forms of matter.

#### 7. Stories about the life of some prominent scientists and their inventions.

### CLASS V.

#### 1. Study of roots, stems and flowers of different plants.

#### 2. Village cleanliness campaigns, disposal of waste material their importance in individual and social life, and their scientific back-ground.

#### 3. Detailed knowledge about infectious and contagious diseases and how to prevent them, preparing charts, posters, and health cards.

Life history of the fly, mosquitoes and other insects which cause disease, how to control these insects.

#### 4. Temperature and how to record it, how to take the temperature with a clinical thermometer.

#### 5. Air, its properties and uses, how purified in nature, Ventilation, how to check draughts. Breathing and burning and their importance in life. Water vapours and dust particles in air.

#### 6. Water-its purification, infection carried with it and diseases caused. Its relation to industry and commerce.



7. Trees-Their relation to rainfall. Importance of Forests.
8. Food, various types of food, their nutritive value, digestive system and digestion of food.
9. Intoxicants and their evil effect on health.
10. Stories about some prominent scientists and their inventions.

## CHAPTER X.

### *RECREATIONAL ACTIVITIES (Classes I to V).*

The objectives for recreational activities for children of classes I to V are:-

- [i] to give opportunities to children for self expression through the use of hands, colour, speech, music and rhythmic movements.
- [ii] to lay foundations for the formation of skills of constructive nature.
- [iii] to lay foundations for the formation of good taste and appreciation of tistic heritage of India.
- [iv] to integrate the other parts of the syllabus and make it more living

The activities suggested are drawing and painting, clay modelling, handwork inclusive of string-making, book binding and toy making, sewing [for girls only], singing, dancing and dramatics.

Method:—

- The main objective is to give opportunities for self expression and not formation of skill. The children should be given freedom of choice in subject and material, and interest of the child and not perfection in work should be aimed at, criticism and correction of faults should be reduced to the minimum.
- [ii] The material and equipment should be as inexpensive as possible, prepared out of locally available cheap material, by teachers and old students, e.g. brushes out of branches, twigs and swabs, drawing paper out of old newspaper painted with background colour or mud, walls and floor.
- [iii] Earth colours instead of water colours.
- [iv] Old rags, grass etc. for coarse weaving.

### “A” DRAWING & PAINTING.

#### Class I

- [i] Free arm drawing: Self expression through the use of colours or imaginary drawing. Any object describing incidents from the child's imagination or experience.
- [ii] Acquaintance with forms and colour through observation of nature. The teacher should frequently take the children out for excursions to teach observation. They will gradually learn to recognise and compare different forms and colours in nature and transfer them to other objects in home and school.
- [iii] Memory drawing of objects seen.
- [iv] Free design and decoration with flowers, leaves, beads etc.

Method:—

All this should come naturally in connection with the children's activities and



self expression. Care should be taken that the children acquire habits of correct posture, correct way of holding charcoal or pencil, cleanliness and proper arrangement of their material and equipment. All drawings should be fairly large in size.

#### Class II

- [i] Free drawing — continued.
- [ii] Memory drawing — continued.
- [iii] Acquaintance with form and colour to be further developed.
- [iv] Free design and decoration — continued. Colours should be limited to two or three.

#### Class III

- [i] Free drawing to be continued for creative self expression.
- [ii] Memory drawing to be continued.
- [iii] Real or representative drawing of figures in different poses.
- [iv] Acquaintance with form and colours continued.
- [v] Design with different colours and materials continued.
- [vi] Decoration & making of class note books, class rooms.

#### Class IV

- [i] Free drawing—continued.
- [ii] Memory drawing —continued.
- [iii] Real or representative drawing of figures in action.
- [iv] Colour and design.
  - [a] Blending of colours.
  - [b] Shades of colours.
  - [c] Drawing of landscape in colours.
  - [d] Mounting on harmonious background.
  - [e] Free designing in colours.
- [v] Lettering and preparing of simple posters—flat colours only.
- [vi] Decoration of class rooms, school hall and note books etc.

#### Class V.

- [i] Free drawing—continued.
- [ii] Memory drawing with beginning of understanding of sense perspective.
- [iii] Real or representative drawing to be further developed.
- [iv] Preparing of simple posters, lettering and calligraphic work.
- [v] Beginning of model drawing with familiar and common objects.
- [vi] Beginning of geometrical drawing from objects, paper forms.
- [vii] Design and colour :—
  - [a] Patterns in shade or colour.



- [b] Paper cutting and stencil work.
- [c] Cover designs for note books.
- [viii] Decoration of home, class and school for special occasion.

### "B" CLAY MODELLING.

#### *Class I*

Free use of clay, mixing, rolling and pounding. Making of simple objects. animals or human beings from imagination or experience, making of objects in the play house,

#### *Class II*

Work of class I continued— making of simple pots, paintings on sun-dried clay models.

#### *Class III*

Work of Class II continued.  
Preparation of clay.  
Making of illustrative models.  
Colouring and designing of unbaked articles.

#### *Classes IV & V.*

Further practice in all the processes from the preparation of clay to the preparation of models, baking, colouring and polishing, with more attention to the finish of prepared models.

### "C" MUSIC, DANCE AND DRAMA.

The main objective for the teaching of music at this stage will be to give the children joy in good music and rhythmic movement and to lay the foundation for the promotion of good taste and appreciation of the cultural heritage of India in music.

Every primary or basic school may not possess a trained music teacher. In that case the head master or head mistress should try to make use of local talent in music and invite local singers to the school to give demonstrations and if possible teach simple songs to the children. The songs should however be selected by the headmaster.

Equipment:— Only simple locally available musical instruments like the dholak, flutes, cymbals, ektara, chimta, should be provided at the school.

Every training school, both for basic and primary schools should make a carefully graded selection of songs printed with notation suited to children of classes I to IV for the use of the teachers:

- [i] Simple bhajans and religious songs.
- [ii] Simple 'dhuns' set to music.
- [iii] Simple national songs about the country and national heroes and leaders.
- [iv] Folk songs, including songs relating to the life of nature.
- [v] Marching songs and action songs.
- [vi] Popular songs.

Children should be taught to sing together with full voice with clear articulation



keeping time with their hands. Habits of correct posture and one voice production should be from the very beginning. The following mistakes should be avoided:—

- [i] Singing through the nose,
- [ii] Singing in too high pitch.

Individual singing should be encouraged from III onwards, formal training in music would however begin only from Class VI onwards.

Dance & Drama— Group dancing and the performance of simple dramas should form an important part of the educational programme of children of classes I to V.

Dance—Group dancing with simple steps based on the tradition of local folk dancing should be taught. Children should also be encouraged to improvise dancing and musical games of their own. Many old rural games with singing may be adopted as group dancing. Acting of simple dramas should form a regular part of the school programme. The decoration of stage and children should be simple but artistic. A selection of such simple dramas should be prepared at every training school and every teacher should be provided with a selection before leaving. A few subjects are

- (I) Dramas and dances based on agricultural operations in school or village e. g. showing harvesting.
- II) Mythological incidents from life of Rama, Krishna and old rishis.
- (III) Incidents from history.
- [IV] Dramas illustrating life of children in other lands

## CHAPTER XI

### PHYSICAL EDUCATION.

- (a) Games through story-play with teachers as guide.

The boys and girls of five and six years of age will act a story and their actions will consist of carefully selected exercises of free play like jumping, running, hopping and galloping to suit their mental and physical capacity. The story should provide a predominating element of recreation in the programme of physical exercises. It should also aim at promoting general health, brightness apart from cheerfulness.

- (b) Imitative movements.
- (c) Simple games.
- (d) Free play.
- (e) Action songs, equivalent to nursery rhymes.

### CLASS II.

- (a) Games through story play.
- (b) Imitative movements of persons, animals, birds and machines like aeroplanes, wind mill, railway engine and various occupations.



- (c) Walking with clapping and stamping.
- (d) Movements to the accompaniment of song.
- (e) Folk dances of village fairs.
- (f) Simple games.
- (g) Cubbing-Tender Pad, Bhalu and Tabaqi Dances.
- (h) Formation continued. Idea of circle, line, rank and file.

## CLASS III.

- (a) Free play like walking running, hopping, skipping and galloping etc.
- (b) Imitative movements (continued).
- (c) Introduction of formal command [Rank and file forms to be used].
- (d) Marching with clapping or stamping to counts.
- (e) Simple games e.g. Tag games, which do not require much of organization and agility exercises like forward roll (for boys).
- (f) More of movements with songs.
- (g) Folk dances.
- (h) Cubbing-Jungle dances, easy tests of first star, skipping, knotting, ball throw and catch.

## CLASS IV.

- (a) Free play like walking, running, hopping skipping, galloping jumping, vaulting over and crawling under (Vaulting for boys only).
- (b) A little more of formal exercises with command.
- (c) More movements with songs.
- (d) Give an idea of good posture (attention and stand at ease).
- (e) Marching continued-develop an idea of Left-Right.
- (f) Agility exercises (Forward and backward rolls and leap frog) for boys, only skipping for girls.
- (g) Folk dances.
- (h) Simple games (Tag Games), Marble games and Guli Danda.
- [i] Completion of first star tests, outing, trekking and some tests of second star
- [j] Formations continued files on two leaders change of files from 2 to 4, file to circle.

Where school can afford, the following apparatus is recommended to be provided for children's play.

1. See-saw.
2. Tetter ladder.
3. Climbing Slide.
4. Jungle Gym.



## CLASS V.

- [a] Free play like walking, running, hopping, jumping, skipping galloping, vaulting [for boys only] and crawling under.
- [b] Exercises done to command with rhythmic counting with or without apparatus.
- [c] Marching with regular start and regular halt.
- [d] (i) More of competitive games like relay races.  
(ii) Introduction of Lead-up-games.
- [e] Swimming to be introduced wherever possible.
- [f] Folk dances.
- [g] Agility exercises [Forward and backward rolls, cart wheel and leap frog] for boys only. Skipping for girls.
- (h) To give more of rhythmic games.
- (i) To lay more emphasis on good posture and good carriage.
- (j) Cubbing-complete star tests and equivalent tests for Blue-Birds. One proficiency badge from each group, going up ceremony. No camps but tracking and nature study.
- [k] Formations as in III and IV. Idea of forming into three.

## CHAPTER XII.

Suggestive allotment of periods per week to the various subjects  
in the Junior Basic Schools.

## CLASSES I &amp; II

## CLASSES III, IV &amp; V.

1. Basic Craft.....12 periods per week	18 periods per week
2. Health & Social Activities 11 " " "	(Health Activities 6 periods per week [Social Studies 5 " " "]
3. Mother tongue 10 " " "	11 " " "
4. Arithmetic 5 " " "	5 " " "
5. General Science 2 " " "	3 " " "
6. *Recreational Activities 5 " " "	5 " " "
7. Recess 5 " " "	5 " " "
Club & Assembly-	2 " " "
<u>50</u>	<u>60</u>

\*At least two periods are to be devoted to creative expression through colour.

Note 1. Eleven periods of mother tongue in classes IV and V include three periods for the second Regional Language.

Note 2. Morning assembly would have ten minutes each day.  
Duration of school time will be :—



## CLASSES I &amp; II

- [a] Winter. 4 hrs. 40 mins. for 5 days  
and 2 hrs. and 40 mins. on Saturday  
Summer. 3 hrs. 55 mins. for 5 days  
and 2 hrs. and 15 mins. on Saturday

## CLASSES III, IV &amp; V

- 5 hrs. and 40 mins. for 5 days and 2  
hrs. and 40 mins. on Saturday  
4 hrs. and 45 mins. for 5 days and 2  
hrs. and 15 mins. on Saturday.

- [b] Each period will be of 30 mins. in winter and 25 mins. in summer.

- [c] This distribution of time is not to be regarded as a rigid requirement in the case of basic schools. The teacher has freedom to use his or her discretion as to the length of the period, so as not to disturb the continuity of the child's work.

Suggestive allotment of periods per week to the various subjects in the Primary Classes.

## CLASSES I &amp; II

1. Activity Programme	11 periods per week
2. Health & Social Activities	11 " " "
3. Mother tongue	10 " " "
4. Arithmetic	6 " " "
5. General Science	2 " " "
6. Recreational Activities	5 " " "
7. Recess	5 " " "
	<hr/>
	50
	<hr/>

## CLASS III

1. Activity Programme...	12 periods per week
2. Health Activities	6 " " "
3. Mother tongue	12 " " "
4. Arithmetic	9 " " "
5. Social Studies & General Science	8 " " "
6. Recreational Activities	8 " " "

## CLASS IV.

	12 periods per week
	6 " " "
	10 " " "
	9 " " "
	8 " " "
	5 " " "

[Three periods to be allotted to creative expression through colour]

7. Second Regional Language [Hindi or Punjabi or Urdu]	nil	5 " " "
8. Recess	5 " " "	5 " " "
	<hr/>	<hr/>
	60	60
	<hr/>	<hr/>

Note: The hours of opening and closing will be determined by the managing authorities according to local circumstances.



## CHAPTER XIII.

(Subjects of study in V, VI, VII and VIII classes of Junior Secondary Schools.)

- I. Language.
  - [a] Mother tongue.
  - [b] Second regional language [Hindi or Punjabi or Urdu].
2. Mathematics. [Elementary Arithmetic for Class V, Algebra, Geometry and Elementary Mechanics for Classes VI to VIII]  
[In the case of girls Arithmetic with special emphasis on household accounts]
3. Social Studies. [History and Civics with special reference to current event and Geography with emphasis on trade and commerce]
4. Every-Day Science.
5. Recreational Activities.
6. Practical Arts. [Agriculture with special reference to soil conservation measures]  
  
Or  
  
Domestic Science [for girls only]  
  
Or  
  
Spinning and weaving  
  
Or  
  
Any other craft or crafts suitable with the previous approval of the department.
7. Elective subjects. [for Classes VI to VIII. Only two subjects to be taken up]
  - [i] Classical language.
  - [ii] Drawing.
  - [iii] English.
  - [iv] Music.
  - [v] Tailoring.
  - [vi] Needle work [for girls only].

## CHAPTER XIV.

*Curricula for Junior Secondary Schools.*

## CLASSES [V- VIII].

## A. Objectives.

- i. To develop love of truth and moral values.
- ii. To help the child to develop healthy body and healthy mind.
- iii. To provide opportunities for the child to develop his personality and



enable him to understand his environment in relation to his basic needs—food, shelter and clothing.

- iv. To help each pupil to use in his daily life the skills of reading, writing, arithmetic, seeking information and expressing himself creatively and artistically.
- v. To develop in the child the qualities of good citizenship and to imbue him with patriotic fervour, helping him to take his full share in the life of the home, neighbourhood, country and the world at large.
- vi. To develop in the child zeal for the service and betterment of the society in which he lives.
- vii. To enable the students to proceed to the Higher Secondary Course.
- viii. To provide facilities to the scholar to make his or her full contribution to the wealth of the nation by practising creative and purposeful activities.

## CHAPTER XV.

Language syllabus (*Classes V to VIII*).

[Mother tongue]

Objectives :—

In addition to the aims formulated for classes I to V as in the case of Basic Schools, the following points may be kept in view in teaching the language:—

- [1] To create and develop love for reading.
- [2] To develop the ability to think clearly.
- [3] Initiation to literature in the mother tongue.
- [4] Proper use of books, newspapers, journals, magazines, dictionary and other sources of information.
- [5] Writing short original composition on descriptive, historical and current topics.
- [6] Self-expression, both oral and written, showing initiative and creative ability.

### *Class V.*

Syllabus will be the same as indicated under Mother Tongue for this class chapter VI.

### *Class VI.*

Mother tongue

I. Reading:—

- [a] Text-book of about 200 pages prescribed by the Department. It should include 50 pages of simple selected literary pieces of modern prose and poetry; and 50 pages to be devoted to modern poetry including selections of poetry as indicated above. Poems should be descriptive and narrative. The vocabulary should include 75 popular idioms.
- [b] Supplementary reading of library books covering about 200 pages.
- [c] Reading of children's magazines, journals and newspapers.
- [d] Use of dictionary to be intensified.



## II. Recitation:—

At least five poems of 50 verses in all to be learnt by heart and to be recited with proper accent and expression.

## III Self expression.

## I Oral work

- [a] Description of personal experiences and activities.
- [b] Story-telling.
- [c] Making short speeches on given topics.
- [d] Taking part in discussions on topics of every day interest.
- [e] Dramatization of stories and scenes read in books.

## IV Written work.

- [a] Writing simple letters, receipts, pronotes, applications and invitations
- [b] Summarising stories read in books.
- [c] Writing a story from a given outline.
- [d] Completing an incomplete story.
- [e] Describing class and school activities.
- [f] Filling in of blanks.

In all written work the idea of a paragraph as a unit in composition should be kept in mind.

## V Grammar:—

Revision of grammar covered in class V.

Parts of Speech- Kinds of noun, pronouns, adjectives, prepositions and conjunction; kind of tenses, *Vibhaktis*.

Note:— Teaching of Grammar is to be based on reading lessons.

## CLASS VII

## I Reading:—

- [a] As in class VI.
- [b] Practice in the use of the table of contents and index.

## II Self Expression:—

## I. Oral.

- [a] As in class VI.
- [b] Discussing problems arising out of various school activities.
- [c] Taking part in general discussions in class and school debates.

## II Written.

- [a] As in class VI.



- [b] Writing descriptive letters and essays of not more than four paragraphs.
- [c] Completing stories by inserting portions left out.
- [d] Writing for the School Magazine [in manuscript].

### III Grammar:—

Revision of work done in Class VI

Active and passive voice; subject, predicate, object, [verbs with more than one object]; enlargement of subject and predicate; kinds of sentences.

### CLASS VIII

#### I Reading:—

- [a] Text-book to include 75 pages of selected literary pieces of modern literature. The rest as in Class VII.
- [b] Rapid reading with a view to finding out answers to set questions.

#### II Recitation:—

Recitation of pieces of prose and poetry of students' own selection.

#### III Self expression

##### 1. Oral.

As in Class VII.

##### 2 Written:—

- [a] Continuation of work outlined for Class VII.
- [b] Writing a summary of lesson read.
- [c] Writing posters, notices and reports and recording minutes of meetings.
- [d] Writing short stories, dialogues; and essays, [descriptive and narrative].
- [e] Writing for the school magazine.
- [f] Using popular idioms and proverbs in written work.

#### IV Grammar,

Punjabi :—

ਵਿਆਕਰਨ ——— ।

ਪਦ ਵੰਡ ।

ਵਾਕ ਵੰਡ ।

ਨਾਂਵ ਤੇ ਪੜਨਾਂਵ

ਵਿਸ਼ੇਸ਼ਣ ਦੀਆਂ ਅਸਥਾਵਾਂ ।

ਸਮਾਂਸ । (Compounds)



ਸਬਦ ਉਸਾਰੀ ।

ਵਾਕਾਂ ਦਾ ਬਦਲਨਾ

ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ ।

ਪਿਛਲੇ ਪੜ੍ਹੇ ਹੋਏ ਨੂੰ ਦੁਹਰਾਣਾ ।

Hindi :—

੧. ਪਿਛਲੀ ਸ਼੍ਰੇਣੀਆਂ ਮੇਂ ਪਠਿਤ ਵਿਸ਼ਯ ਕੀ ਆਵ੍ਰਤਿ ।
੨. ਵਾਕਯ ਵਿਗ੍ਰਹ
੩. ਹਿੰਦੀ ਮੇਂ ਪ੍ਰਯੁਕਤ ਹੋਨੇ ਵਾਲੇ ਸਰਲ ਸਮਾਸਾਂ ਕਾ ਜ਼ਾਨ ।
੪. ਅਨੇਕਾਥੇਕਪਰਯਾਯ ਵਾਚਕ ਤਥਾ ਵਿਪਰੀਤਾਰਥਕ ਸ਼ਬਦਾਂ ਕਾ ਜ਼ਾਨ ਤਥਾ ਵਿਰਾਮ ਚਿੰਨ੍ਹਾਂ ਕਾ ਪ੍ਰਯੋਗ ।
੫. ਸਰਲ ਲੋਕੋਕਤੀਆਂ ਔਰ ਮੁਹਾਵੀਰਾਂ ਕਾ ਪ੍ਰਯੋਗ ।
੬. ਅਪਠਿਤ ਸਰਲ ਗਦ ਤਥਾ ਪਦ ਕਾ ਸਪੱਸ਼ਟੀ ਕਰਣ ਤਥ ਸੰਖਿਸ਼ੀ ਕਰਣ ।

Method :—

Silent reading.

Proper attention should be paid to this activity so that children might learn abstract ideas with rapidity, enjoy what they read, and retain for the enrichment of their minds new ideas and knowledge.

#### Contents of Books

Books in the middle classes should deal with the following topics in addition to those suggested for the Primary Classes.

- [a] Travel, geographical expeditions and discoveries and inventions.
- [b] Man's conquest of nature.
- [c] Biographies.
- [d] Short stories and modern one act play.
- [e] Selections from Standard literature not earlier than the 19th century.
- [f] Topical treatment for the following subjects:—
  1. Nutrition.
  2. Forestry.
  3. Leprosy.
  4. Soil Conservation Measures.



## CHAPTER XVI

Second Regional Language ( Hindi or Punjabi or Urdu ).

## CLASS V.

Syllabus shall be the same as indicated for this class under Chapter VII.

## CLASS VI.

Reading: One Reader [Prose and poetry] pages 128, out of which 18 pages will be of poetry.

Writing: 1. Simple domestic and business letters, applications, and invitations.  
2. [a] Caligraphy  
[b] Dictation.

Grammar:- Parts of Speech.

## CLASS VII.

Reading:- 1. One Reader [prose and poetry, 144 pages, out of which 20 pages will be of poetry].  
2. Teacher should encourage the reading of newspapers and the use of dictionary.

Writing:- 1. Revision of letter writing as in VI class.  
2. Simple descriptive essays.  
3. Use of simple phrases and idioms.  
4. Dictation.

Grammar:- 1. Kinds of Nouns, Pronouns, Adjectives, Transitive and Intransitive verbs, Prepositions and simple Tenses.  
2. Kinds of Sentences.

## CLASS VIII

Reading:- 1. One Reader [ Prose and Poetry] 160 pages, out of which 30 pages will be of poetry.  
2. Teacher should encourage the reading of newspapers and the use of dictionary.

Writing:- 1. Simple descriptive and narrative essays.  
2. All kinds of letters of every day use.  
3. Story writing from a given outline.  
4. Use of common idioms and phrases.  
5. Dictation.

## CHAPTER XVII.

Mathematics:

The aim of teaching mathematics in the Middle Classes will be the following:—



- [a] To give the scholar the ability to understand, grasp and tackle problems of arithmetic connected with every day life with accuracy and confidence.
- [b] To develop the intelligence of the scholar and provide training in abstraction, judgment and reasoning.
- [c] To impart knowledge and ability to continue the study of the subject in higher classes.

## CLASS V.

(Arithmetic)

1. Revision of work done in IV class.
2. Prime Numbers and factors-G. C. M. and L.C.M. by factors.
3. Simple Vulgar Fractions-Addition, Subtraction. Multiplication and Division [only easy cases].
4. Unitary method [only simple cases] calculation of taxes, wages, rents, commissions, buying and selling.
5. Simple interest.
6. Simple household accounts [daily purchases]-Bills and Invoices.
7. Concept of area and square units. Tables of areas, Ghamaon, Bigha, Kanal, Marla and Sarsahi, Acres, Squares yard, Square Foot and Square Inch.
8. Cost of Fencing Turfing, Sowing and Planting, Evaluation of field products.

## CLASS VI.

## I. Arithmetic.

1. G. C. M. and L. C. M.
2. Decimal Fractions:—
  - [a] Application of the four fundamental rules.
  - [b] Conversion of decimal fraction into vulgar fraction and vice versa.
3. Advanced questions on Unitary Method.
4. Simple practice based on the methods actually used in the market.
5. Percentage and simple Interest [excluding inverse cases].

Practical Keeping household accounts—Stock Book, Receipt and disbursement of articles.

For girls add :—

Advantage of keeping accounts, Green grocer's account, Dhobi's account and Postage account.

Algebra. Literal Arithmetic [Use of letters for numbers].

2. Substitutions.
3. Simple Addition and subtraction.
4. Simplification and brackets.

Geometry. Concepts of surface, Lines, Angles and Point, Directions, Parallels and solid.

2. Angles and their kinds.



3. Drawing of Angles and their measurements.
4. Measurement and drawing of straight line—Use of ruler.
5. Making an angle equal to a given angle.
6. Construction of a triangle when three sides are given.
7. Bisection of straight lines and angles by compasses.
8. Properties of parallels, drawing parallels and perpendiculars.
9. Area of rooms, verandahs, playgrounds, roads and paths.
10. Idea of supplementary and complementary angles by measurement, measurement of an angle at a point, measurement of vertically opposite angles and of the three angles of a triangle.

Elementary Mechanics:—

Meaning of Mechanics, Familiarity with the use of inclined plane, Idea of friction, use of lever.

## CLASS VII.

### Arithmetic

1. Revision of work done in class VI.
2. Ratio and proportion.
3. Profit and Loss (simple cases).
4. Averages.
5. Area of Rectangle and Square (in square Units Bighas and Acres).
6. Square root [a] by factors. [b] by division method]
7. Keeping household accounts-daily Cash Book. [Cash transaction of goods and money relating to school, home and farm].

For girls add :—

Postage accounts continued, Reply Post Cards, late letter fee, Registration of letters, Air letter, Air mail letters, Bill and Cash memo.

### Algebra.

1. Removal of Brackets, Algebraic term and expression.
2. Simple multiplication.
3. Simple Division.

### Geometry.

1. Construction of square, Rectangle [when sides are given] Congruency of triangles [copying methods], Construction of triangles.

[1] With two sides and the included angle.

[2] with two angles and one side.

Construction of Quadrilaterals, when (a) for side and a diagonal [b] four sides and one angle and [c] three sides and two angle are given.

Area of a right-angled triangle, of a parallelogram and triangle when base and height are given.



Recognition of similar triangles, Isosceles and Equilateral triangles practically.

Area of figures by counting squares on graph papers.

Construction of a parallelogram when two sides and the included angle or two sides and diagonal are given.

Elementary Mechanics:

Use of pulley, wheel and axle to lighten labour.

### CLASS VIII

Arithmetic

1. Compound Interest, excluding inverse cases.
2. Compound proportion [containing not more than two proportions].  
Proportional Division & partnership.
3. Easy problems on Time and Work.
4. Problems on Income Tax, Brokerage, Insurance and Bankruptcy of practical utility.
5. Revision of the work of the previous classes.

For girls add :-

Ordering articles for the house, accounts of letters, money order, postal order national savings stamps and certificates, Entertainment tax, Postal cash certificate.

Algebra. 1. Revision of work done in Classes VI VII.

2. Simple equations involving one unknown quantity.
3. Easy problems involving simple equations.

Geometry 1. Revision of work done in Class VII.

2. Theorem of pythagoras to be done experimentally, and its application.
3. Hero's Formula [by verification].
4. Area of Trapezoid. Field Book for practical work.
5. Ratio of the circumference to diameter of a circle and area of a circle.
6. Dividing a straight line into any number of equal parts, or in a given ratio.
7. *Practical work.* Construction of angles of 90, 60, 45 and 30 degrees by compasses.

Elementary Mechanics

Use of all the simple machines, including Wedge and Screw.

Illustrations from every day life.

### CHAPTER XVIII.

Social Studies.

### History Syllabus for Class V—VIII

Purpose and Range.

The purpose of teaching history in the Junior Secondary Classes is to acquaint the pupils with the three essential factors of history-time, space and race. In the early stages the teacher will endeavour to give the child, time sense and an idea of progress against



study of mastery over nature. The range of knowledge to be covered in the three classes will begin from the history of world civilization as related to modern history of India, ending up with the inauguration of the Republic.

#### CLASS V.

Syllabus in History shall be the same as indicated for this class in Chapter V for Junior Basic Schools. in paragraph 1 item. III.

#### CLASS VI.

Note:- Visual aids to the teaching of history should be particularly provided and emphasised.

Pictures showing varying costumes through the ages and different types of dwellings in different periods of history should be displayed on the walls of the class-room and in the verandah of the school building. Use of films and film-strips and also of lantern slides should be encouraged.

The Primitive man and his struggle against nature. How he lived, How he procured food, raiment and shelter? His mastery over distance. The main stages of civilisation.

- i. Hunting and Wandering stage.
- ii. Pastoral and nomadic stage, the domestication of animals to be emphasised.
- iii. The agricultural stage and formation of settled village communities.
- iv. The commercial and industrial stage.

The story of the earth in out-line and the distribution of the earth surface between races and nations to be introduced to the pupil.

To interest the pupil in the subject matter of the syllabus, free use of maps, charts and diagrams should be encouraged.

Races of Man-kind.

Early movement of races.

Aryans and their civilisation.

The Ramayana and the Mahabharata.

Varuna Ashram and Caste System.

The revolt against Brahmanism, Budhism and Jainism.

Alexander in India.

The Mauryan Empire, Chandragupta and Ashok.

The Gupta Empire, the Golden Age of Sanskrit literature.

(Movements, forces and leading personalities will be stressed).

#### CLASS VII.

The Rajputs.

The submergence of India.

The early medieval period, Muslims in India, their earlier invasions.

Establishment of Muslim power in the North-west India.



The Sultanate, the unconquered India.

Life in later Medieval India, Interaction of Hinduism and Islam, The Bhagti Movement, Renaissance of Art, The Kangra School of painting.

The decline of the Sultanate.

The coming of the Mughals.

The Mughal Empire at its zenith-Akbar, Jahangir and Shahjahan.

Aurangzeb and the decline of Mughal Empire.

(Special emphasis should be given to the cultural aspect of the history of this period.)

#### CLASS VIII.

The Resurgence of India.

The rise of the Marathas in the Deccan and the Sikhs in the North West.

The spread of the Maratha power.

The Sikhs as a Political Power, the Punjab as a sovereign State.

Raniit Singh.

The coming of the Europeans, the struggle for supremacy.

The East India Company.

The spread of the British Power

The first bid for Independence 1857, its failure.

India under the Crown.

The birth of the Congress, the rise of the freedom movement in India.

Peternal Administration.

Repression and Reform.

Curzon and Partition of Bengal.

The Swadeshi Movement.

The Aligarh Movement.

Morley Minto Reform, separate electorates.

Home-rule Movement.

Tha First World War.

The Khilafat Movement, India during the year 1914—16.

The Declaration of August 20, 1917.

The Montague Chelmsford Reforms.

Repression—Rowlatt Legislation.

Gandhi and the Freedom Movement, Non-co operation, Satyagrah.

The Punjab Revolt, Jallianwala Bagh and after.

The inauguration of Reforms, the introduction of Dyarchy in provinces.

The Simon Commission and L. Lajpatrai.

The Government of India Act 1935, Provincial Autonomy.

World War II, 1939—45.



The struggle for freedom during the war.

1942 Quit India.

Suhas Chandra Bose and the Indian National Army.

The end of the War-Labour Government in U. K.

Independence and Partition and Integration.

Inauguration of the Indian Republic, 26th January, 1950.

NOTE.—The Range of the syllabus makes it necessary that only essential points and main stages should be brought out in barest outline.

Subject :—Civics.

Classes V—VIII

Purpose.

The main idea of teaching Civics in the Junior Secondary Classes is to continue the training of the pupil in clean and orderly habits. In the later stages, the main idea is to make him aware of his position in society and to give him a higher civic sense, and to develop in him a sense of pride and patriotism.

Range.

The range of the course for the three classes should cover topics beginning with personal hygiene and ending up, in the 8th Class, with the understanding of the machinery and functions of Government in our own country.

#### CLASS V.

Syllabus in Civics shall be the same as indicated under "Training for citizenship" for this class in Chapter V.

#### CLASS VI.

Practical training in clean and orderly habits.

(The use of the book to be reduced to a minimum) Parades and practice of clean living to be made an integral part of this training.

Purpose.

The main purpose of teaching civics at this stage will be to make the child understand his dependance on others and on the correct organisation of community life. Understanding of mutual interdependence in home, school, business and society.

Orderly habits.

- i. Everything in its place, keeping left on the road.
- ii. Queuing up. Use of letter box and dust-bin, Drill in picking paper and peel.
- iii. Proper use of public property and civic amenities.

Individual and Society.

Supply of drinking water in villages and towns, the well, the spring, the stream and the water works.

Need for economy in the use of water.



What can you do to keep water clean and prevent pollution ?

Protection against carriers of disease,—flies, lice, bed-bugs, mosquitoes and rats and fleas.

Immunisation against infectious and contagious diseases.

The study of village Panchayat, and Municipality in greater detail.

The School should make arrangement for vaccination and revaccination and inoculation and other protective treatment.

Self Government in Societies and in managing the class and school activities.

#### CLASS VII.

##### *Purpose.*

In this class the child is to be made familiar with the idea of order, authority, discipline, law and how all these depend on the contribution of the individual.

The teaching should be so planned and things should be so illustrated from the immediate and familiar surroundings of the child, that the teacher is able to give the child an idea of his place in society and of what society means to him.

##### *Syllabus.*

Government of the home,—order and obedience, affection and authority, protection and service.

##### *Law.*

How is law different from an order, the meaning and purpose of law.

Law and the citizen

Authority and discipline—their place in school life.

Clubs and Societies.

Local self Government—in district town and village.

District Board.

Voluntary and compulsory associations.

Organisation of societies and clubs and cooperatives, voting and representation, rules and regulations.

Subscription and budgetting.

Training in the organisation and management of Cooperative Stores to form an essential feature.

#### CLASS VIII.

The union Government and its relation to states.

The State Government.

Organs of Government, Executive, Legislature and Judiciary.

i. The Executive—its nature and functions.

The state Executive—its relation with the Legislature, Responsibility of the Executive.



## 1. Legislature.

The idea of representation.

Vote, the qualifications and responsibilities of voters.

Functions of the Legislature.

Process of Law-making.

## iii. Judiciary—Functions of Judiciary—the independence of Judiciary—The right of appeal and engaging a counsel—Arrest and detention.

Fundamental Rights.

## Public Finance.

How Government raises and spends money—Taxation and land loan.

The state and Union Finance.

Education and citizenship—adult education.

Organisation of mock assemblies by boys to form a feature of the practical training in the understanding of governmental machinery.

## SYLLABUS IN GEOGRAPHY.

Aims and methods of teaching.

[a] To show how people live in different parts of the world and what man has done to develop the natural resources.

[b] To show the dependence of one region on another region.

[c] To give a working knowledge of the various kinds of maps.

In teaching Geography use of visual aids, pictures, maps, films, excursions, practical work and experiments to be encouraged and observation to be developed.

## CLASS V.

*Geography of India.*

Its position on the globe with special reference to its natural regions, climate, agriculture, industries, communications, occupation of the people, administrative divisions, outline geography of Ceylon, Pakistan, Burma, Indo China, China and Japan as a part of the Monsoon Region to which India belongs.

*World Geography.*

Distribution of land and water on the globe—Continents and Oceans.

Routes from India to England, Australia, Japan, Kenya Colony and trade with these countries.

## Practical Work.

[1] The filling in of the outline maps of India.

2[ Drawing of a plan of the school and its play ground.

[3] Excursion to a field. The crops, time of their sowing and harvesting.

Observation of the school compound after a shower of rain.

[a] Water flows from high ground to low ground.



- [b] It carries mud.
- [c] It deposits mud in hollows.
- [4] Visit to a railway godown with a view to finding out exports and imports.
- [5] Visit to the market at different times of the year.
- [6] Visit to a mill with a view to finding out :—
  - [a] Power used in the mill [man power, animal power, water power, wind power, steam or electric power].
  - [b] Raw material used, whether the raw material is available in the neighbourhood or brought from outside.
  - [c] What is the manufactured article? Whether it is used in the neighbourhood or exported,

## CLASS VI.

1. The study of the continent of Asia with special reference to the influence of geographical conditions, viz. relief, climate, natural vegetation on the life and occupations of man and his action on them. Natural regions and major political divisions. These should be taught in the form of stories of journeys to the various countries—Simple ideas of latitude and longitude—Rotation and Revolution.

2. Stories of Exploration—Magellan, Sir Francis Drake, Cook's voyage to Australia—

## Practical Work.

- [a] Use of wind vane, Barometer and Rain gauge.
- [b] Excursion to a railway goods office—What things are imported and what are exported.
- [c] Octroi Post. What things are brought to the town by the villagers and what do they take away from the towns?
- [d] Observation of the shadow of a vertical pole.  
When are days and nights equal and when is it the longest day and when is it the shortest day?
- [e] Observation of crops in the neighbourhood with a view to finding out :—
  - [1] Whether irrigation is used if so by what methods?
  - [2] Whether manures are used if so what?
  - [3] Whether any rotation of crops is used.
- [f] Observation of the work of running water.
- [g] Visit to a factory.

## CLASS VII.

Study of the Continents of :—

- [1] Africa, Australia, South and North America with special reference to the influence of geographical conditions, viz relief, Climate, natural vegetation on the life and occupation of man and his action on them. Natural regions and major political divisions,
- [2] Stories of exploration—Expeditions of North and South pole and Mount Everest Expedition.
- [3] Distribution of atmospheric pressure, trade and westerly winds, land and sea breezes, monsoon winds.



Causes of dew snow, fog, mist, clouds, rain.

Distribution of rain in the world.

Latitude, Longitude and time.

Tides and Currents.

Distribution of wheat, wool and meat in the world.

#### Practical Works.

- [1] Use of maximum and minimum Thermometer, and making simple temperature graphs.
- [2] Visit to a factory.
- [3] visit to a river.
- [4] Excursion to places of geographical interest in the neighbourhood.
- [5] Filling in of the outline maps of Africa, Australia, South America, North America to show : -

[a] Surface features.

[b] Distribution of summer and winter rain fall and prevailing winds in July and January.

[c] Economic products and ports of exports.

[d] Revision of Asia by means of map exercises.

#### CLASS VIII.

1. Geography of Europe and Geography of India in detail with a special emphasis on industries, trade and transport (Railways, river traffic) air routes and also new multi-purpose projects in India.

#### II. Principles of Geography.

(a) Earth and its place in the solar system.

Rotation & revolution, causes of seasons.

(b) Formation of mountains, the work of wind, rain, river, glacier, erosion and conservation of the soil in the Punjab.

(c) Factors of climate.

(d) Main natural regions of the world.

(e) Distribution of the sources of power, Coal, petroleum, hydro-electric resources.

(f) Distribution of articles of food-wheat, rice, milk, tea, coffee, cocoa, sugar, meat, fish, fruits.

(g) Distribution of articles of clothing-cloth, raw wool, woollen goods, cotton, cotton goods, silk, artificial silk, leather.

(h) Distribution of articles of shelter-bricks, stones, iron, steel & cement.

(i) Means of transport and chief ocean-land and air routes with special reference to India.

(j) Trade of India with other countries.

Practical Work 1. Observing and keeping a record of :-

[a] Maximum and minimum temperature.

(b) Pressure of air.



- [c] Wind direction.
- [d] Rain fall.
- [e] Wet bulb and dry bulb temperature.
- II. Regional survey of the neighbourhood and drawing of maps showing:
  - [a] Surface features.
  - [b] Temperature, rain fall.
  - [c] Crops growing in the different parts, industries, means of transport and occupations of the people.
- III. Revision of the work done in the VII class by means of map exercises.

## CHAPTER XIX

Every Day Science.

### CLASS V.

Syllabus shall be the same as indicated under "General Science" for Class V in Chapter IX,

### CLASS VI.

Living and non-living bodies; plants-living bodies; various parts of plants and their main functions; uses of plants with special reference to soil conservation and supply of fuel to save cattle dung; importance of air and water to plants and animals; absorption of plant food by roots, (red ink experiment) transpiration in leaves.

Three states of matter and their properties; unit of measurement; measurement of length, area and volume; use of common balance.

Expansion of solids, liquids, and gases on heating and its practical application; thermometers, (Fahrenheit, centigrade, clinical and Maximum and minimum).

Human food, its main constituents; a balanced diet: how plants provide us with food; value of milk, vegetables and fruit in diet.

Simple chemical operation like sublimation and crystalization, and distillation, their uses in daily life; separation of simple mixtures like salt and sand.

Life history of a fly and a mosquito; diseases carried by them; how to get rid of flies and mosquitoes.

Cleanliness of home and school and their surroundings.

Cleanliness of the room of a patient; making the room cheerful; ventilation; patient's bed; measurement of doses of medicine and timely administration of the same; taking temperature and counting of pulse.

Practical work and hobbies.

1. Growing a few flowering plants, collection of leaves, roots, flowers etc. and arranging them in albums.
2. Separation of clay and sand in a sample of soil by decantation; filtering of muddy water, distillation and separation of mixtures like sand and salt.
3. Making crystals of nitre and copper sulphate.
4. Measurements of lengths, areas of plots etc, weighing farm produce with a



- pair of scales; use of a spring balance; measurements of doses of medicine.
5. Red ink experiment and transpiration in plants.
  6. Finding temperature of a room and water.
  7. Use of a clinical thermometer, counting of pulse.
  8. Study of the life history of a mosquito or a house fly by actually rearing these insects.
  9. Preparation of spirit polish and black-board paints.

## CLASS VII.

How plants and animals provide us with clothing; life history of a silk worm and a cotton plant; seed formation in plants; pollination and fertilization, importance of insects in this process; dispersal of seeds; germination of seeds, conditions necessary for germination, (temperature, moisture and air).

Pressure in liquids, Burmah press, buoyancy of water, simple law of floating bodies and its application, lactometer.

Atmospheric pressure, barometer its use; pumps-air pump, bicycle pump, water pump, lift pump and syphon.

Transmission of heat in solids, liquids and gases, their application in daily life; melting point of solids, its application in daily life, freezing and boiling points of water, vaporization; water vapour in nature, clouds, rain, mist, frost, dew rain gauge; steam engine, Davy's Safety lamp for miners, thermos flask; expansion of water on freezing and its importance in soil formation and to water animals.

Physical and chemical changes; air a mixture, its constituents; oxygen and carbon dioxide, their preparation properties and uses; purification of air by natural agencies; carbon assimilation in plants; burning and breathing, respiration in plants; oxidation and rusting, their application in daily life.

Cleanliness of village streets, village well and pond; drainage in village; drinking water for men and animals, common impurities found in water, simple method of purification; town water supply; prevention of breeding of mosquitoes in stagnant water around the house and village.

Patient's diet and how to serve, how to keep the patient cheerful by providing healthy recreation according to age.

## Practical work and hobbies.

- [i] Preparation of seed beds and sowing seeds; observing the process of germination in peas, wheat and gram and demonstrating three essential conditions (presence of moisture, suitable temperature and air.)
- [ii] Use of a lactometer.
- [iii] Boring of corks, cutting and bending of glass tubes, setting up of a syphon.
- [iv] Experiment to show that water is a bad conductor of heat.
- [v] Preparation of oxygen and carbon dioxide and study of their properties.
- [vi] Burning and breathing.
- [vii] Study of the effect of light and darkness on plant growth.
- [viii] Fruit preservation, preparation of achar, squashes and murabbas.



## CLASS VIII.

How plants provide us with shelter ; ornamental and medicinal-value of plants illustrated by examples of important plants in the locality. Principle of Archimedes ; its application in daily life ; density of solids and liquids.

Lever, its kinds and their use in daily life with particular reference to implements used in agriculture, spinning and weaving ; pulleys, inclined plane and screw and their use in agriculture, spinning and weaving.

Cooling by evaporation, wet and dry bulb thermometer and its use in weather forecasting

Light travels in straight lines, pin-hole camera, shadows and eclipses ; magnifying glass ;

Magnet, its properties, use of magnetic needle ; making magnets.

Simple cell, Leclanche cell and dry cell ; use of electricity for heating and lighting and in agriculture ; an electric torch and bell ; lightning and thunder, how to save buildings from lightning ; how to use ordinary electrical appliances like electric lights, fans, heaters and irons. Precaution in the use of electric current.

Elements and compounds, distinction between a mixture and a compound, names of some important elements ; metals, and non-metals, elements essential to plant-growth ; natural and chemical manures.

Acids, alkalies and salts ; observation of the action on brass, iron, zinc and copper of common acids including vinegar, lemon juice and tamarind ; action of alkalies on oils, soap-making.

Water, its value in nature as a solvent ; hard and soft waters ; washing of clothes and removal of stains like oil, turmeric etc.

Bacteria in relation to human health and agriculture ; fermentation [vinegar] ; nitrogen, its importance in air, and use for plant life, nitrifying bacteria, disinfection, names and use of a few common disinfectants ; infectious diseases like plague, cholera, small-pox and tuberculosis.

Refuse and its disposal ; manure pits and composts

Making of poultices, i.e. linseed and mustard ; application of fomentation, wet and dry.

The human body as a fortress :—

[a] Outer-wall, the skin

[b] Watchman on the wall, the skin, sense organs, sight, sound, smell taste and touch.

[c] The fort [i] Air, respiratory system.

[ii] Portal-circulatory system.

[iii] Food-its distribution-alimentary system

[iv] Sewage-excretory system. [a] skin, [b] kidney, [c] breath,  
[d] bowels.

[v] Defence-bacteria.

[vi] Officials of intelligence-nervous system.



*Practical work and hobbies.*

1. Determination of the boiling point of water. Principle of Archimedes ; to find density of solids.
2. Light travels in straight lines.
3. Making magnets, use of magnetic needle ; setting up a simple cell, a Leclanche cell and an electric bell. Putting fuses and making connections in holders, plugs etc. Precautions in connection with the use of electric appliances.
4. Distinction between acids and alkalies.
5. Action of vinegar and lime juice etc. on common metals of daily use.
6. Test, if a sample of water is hard or soft and to soften hard water.
7. Removal of common stains.
8. Preparation of soaps and hair oils.
9. Growing of some kind of plant in flower pots, using artificial manure, compost, natural manure and no manure.

## CHAPTER XX.

## Recreational Activities [Classes V-VIII]

## CLASS V.

Recreational Activities shall be the same as indicated under Class V in Chapter X.

## CLASS VI.

## Physical Education:

- [a] Free play like follow the leader, finding the partner, vaulting for boys only, crawling under, running round and riding, circle chase.
- [b] Drill done to command by even counting with the accompaniment of music wherever possible.
- [c] Introduce Fancy Marching and "About-Turn"
- [d] (i) Competitive games  
(ii) Introduction of athletics.
- [e] More of rhythmic games with music or songs.
- [f] Agility exercises. [Cart-wheel, wheel-barrow, forward and backward rolls, leap-frog] for boys only, skipping stunts for girls.
- [g] Folk dancing.
- [h] Introduction of major games.
- [i] Tender foot tests complete, week- end camps, Investiture.

## CLASSES VII and VIII.

- [a] Free play with ample variation of obstacles and also running, hopping and skipping in a circle. Forming groups of twos, threes, fours etc., on signal tug-of-war in twos, School Boys' frolic, vaulting for boys only and crawling under, running round and riding.



- [b] More of ormal rhythmic exercises.
- [c] Competitive games.
- [d] Athletic events like running races, long jump, high jump, throws and shot put according to age group.
- [e] Major games like Hockey, Football and Volley Ball, Net Ball, Badminton, Rugger Touch according to age-groups.
- [f] Scouting and Girls' Guiding. Second class tests in VII and First class in VIII. Hikes and camps in both.
- [g] Intensive pratice in marching stunts.
- [h] Agility exercises on apparatus like vaulting box. Vaulting buck and mattresses for boys only, skipping stunts for girls.
- [i] Leadership through Group System in teams and games with Patrol System.
- [j] Folk dancing [local dances]
- [k] Exercises with light apparatus like dum bells, wands, [Indian Clubs, Flags, Poles, Hoops and Lazium etc.
- [l] Fir t Aid for juniors in Class VIII
- [m] Physical efficiency tests to be introduced from class VI onwards.

NOTE:- Indigenous games played in the locality should be collected and modified with proper rules, and encouraged in the schools as far as possible, as those will suit the children more than the foreign games.

NOTE:- Besides Physical drill and games, community singing and dramatics will receive special attention.

## CHAPT R XXI.

### Practical Arts

#### Syllabus in Agriculture

For V, VI, VII & VIII.

Note:-

1. Pupils will be required to carry out all operations for the growing of crops. Plots will be allotted individually or in groups for the growing of seasonal vegetables and also beds for the cultivtion of ornamental flowers. All these operations will be done by the boys.
2. For practical work tools for the children according to their size and capacity would be used.
3. The practical and the theoretical courses for each year would be so correlated that while practising the former, the latter can easily be explained to and assimilated by the pupils. The theoretical portion would be based upon practical work done on the farm and on the farm and on observations made outside the class-room.
4. Lessons on crops and vegetables in all classes to be taken according to



the planting season.

5. The crops, agricultural operations, animals and implements of the farmers in the neighbourhood would be utilised for observations and also to make up for what the school plot will not be able to provide. It will, therefore, be essential that trips to the neighbouring villages and fields should be made very often and that a very careful and systematic record of the observations made and knowledge gained, should be kept by each pupil.
6. Students should learn the why, how and wherefore of simple things observed in the garden, the farm and in the neighbouring fields.
7. Pupils will take up one industry allied to agriculture out of the following, according to the locality and facilities available :—
  - [a] Poultry farming.
  - [b] Silk rearing.
  - [c] Culture.
  - [d] Bee-keeping.
  - [e] Vegetable and food preservation.
  - [f] Pig farming.
8. Record of the work done will be kept by the boys in their note books and examined at the time of annual examination, along with albums of plants, specimens of fungus diseases and collection of insects preserved in show-cases.

#### *DETAILED SYLLABUS IN AGRICULTURE.*

##### CLASS V.

Syllabus will be the same as indicated for this class in Chapter III. under Junior Basic Schools.

##### CLASS VI.

##### *Practical.*

1. *Soil.* Pupils to observe the characteristics of various soils in the locality and to study the crops, comparing the physical properties of sand and clay with special reference to weight; water holding capacity and permeability to water. Separating sand, clay and gravel from a sample of soil from the school garden. Collection of various types of soil for the school museum, class exhibits.
2. *Horticulture.* Pupils will raise stock of ornamental fruit and shady trees in the nursery plot by [a] seeds [b] suckers [c] cuttings and [d] layering. They would also raise seedling of ber, mulberry, khatti, mangoes and peaches for stock plants to practise budding, grafting and inarching.
3. *Flower & Vegetable Growing.* Students will be allotted small beds for the growing of flowers. They would also grow vegetables in the plots assigned to them individually or in groups and will raise seedlings in the nursery plot. They will keep a regular diary for recording the work done. A chart showing seasonal flowers and vegetables would be maintained.
4. *Handling of tools and implements.* Yoking bullocks and working with various tools and implements both local and improved. Simple repairing of garden tools:
5. *Insects.* Picking and killing of insects found attacking crops and vege-



tables by various methods.

- 6, Manure. Pupils will prepare and conserve manure by the pit and the compost system.

#### Theoretical.

1. Agriculture. Its meaning and importance as the mainstay of the country; relation with other industries. A brief history of the development of agriculture in the province
2. Farmer:- His three main requirements, food, shelter and clothing, slack seasons, industries allied to Agriculture. Government agencies to help the farmer with special stress on the activities of the Agriculture Department.
3. Soil:- Soil and sub-soil. Soils of the locality and their suitability for various crops. Chief ingredients of soil, Physical properties of sand and clay; heavy and light soils; water logged and alkali soils and their improvement.
4. Tillage. Necessity for tillage, deep and shallow ploughing, preparation of seed bed.

Construction and uses of indigenous tools and implements required at various stages in the cultivation of crops and vegetables.

Hoeing. Why done, its importance and implements used for the purpose.

5. Irrigation. Various forms in which water is held in the soil. Loss of soil water and its prevention; how to increase the water holding capacity of soils. Principles of barani cultivation and methods of conservation of soil moisture.
6. Cultivation of flowers and trees. Study of the cultivation of important seasonal flowering plants, ornamental shrubs, hedges, and also of ornamental fruit and shady trees.  
  
Propagation of plants by vegetative methods—cutting, layering, suckers, tubers, budding, grafting and inarching.
7. Insects. An insect, its distinguishing characteristics, parts of the body, sucking and biting insects. How to check the multiplication of harmful insects.
8. Soil erosion. Its effect on soil, fertility and moisture, ruthless cutting of trees and grass, grazing of cattle.

#### CLASS VII

#### Practical.

1. Growing of vegetables and farm crops. Pupils will continue the cultivation of seasonal crops and vegetables and will carry on the preparation and manuring of land, making beds and ridges, transplanting, irrigating, weeding, protecting the crops, threshing, winnowing, storing and marketing. They will also work out profit and loss for the crops and vegetables grown.
2. Handling of implements. Pupils will continue to learn the use and handling of implements in the [a] preparation of soil [b] sowing of seeds and [c] hoeing of crops.

Sketches of implements should be drawn. Repairing and mending of simple agricultural tools and implements.



3. Manure. Green manuring with san-hemp, top-dressing with artificial manures. Use of farm-yard manure and compost will continue.
4. Plant diseases & insects. Pupils will use different methods to check and control diseases and insects in their plots as hand picking, dusting and spraying. They will prepare and handle insecticides and fungicides. [crude oil emulsion, tobacco decoction, soap emulsion and burdeaux mixture]. Insect-baits would be tried for grass hoppers, cutworms and crickets. They will make a collection and preserve useful and harmful insects as well as keep albums of plant diseases, rust, smut, gram, mustard and potato blights and earcockle [Mamni] disease of wheat.
5. Care of animals. Preparation of feeds, [Ruffage and concentrates] Judging milch and draft animals.

#### *Theoretical.*

1. Soil. Food elements needed for the growth of plants with special stress on Nitrogen, Potash and Phosphorus. Methods to maintain and improve the fertility of soil:—

[a] Manuring- A detailed study of the chief manures available in the province.

Classification of manures, natural and artificial manures, slow and quick acting manures, storage and preservation of manure, pit system and composting.

Artificial manures, their use for various soils and crops, quantity required and application. Three main constituents of plant-food (Nitrogen, Potash & Phosphorus) and their effect on the growth of plants.

[b] Rotation of crops:— Chief rotations of the locality, advantages of rotation, chief rotations recommended by the Department of Agriculture and principles on which these are based.

[c] Mixed cropping: - Mixtures usually adopted in the locality and their importance. Mixtures suitable under various conditions.

[d] Green manuring:— Why done, suitable crops and method.

[e] Ploughing of the fallow land and its advantages.

2. Implements. Improved implements, their uses in the cultivation of farm crops, furrow turning ploughs, harrows, hoes, cultivators, drills, threshers and reapers.
3. Irrigation. Study of various systems of irrigation in the province. Canal, Persian wheel, Jhatta, Jhallar, Dhingli, Charsa and Tube-well.
4. Fruit Garden. Selection of site for a garden, lay out and selection of trees. Study of common fruit trees under the following headings:—
  - (a) Soil and climate.
  - (b) Time and method of planting.
  - (c) Care of trees, Irrigation, weeding, hoeing, manuring and pruning.



- (d) Picking of fruits and marketing.
  - (e) Food value and uses.
  - (f) Insect pests and diseases and their control.
  - (g) Fruit jams, murabba and candying.
5. Soil erosion (continued).      The planting of useful fodder and fuel trees and grasses, raising stock of trees and collection of seeds of trees and grasses.

### Class VIII

#### *Practical.*

1. Implements.      Handling of various bullock drawn implements in order to study the following:—
  - (a) Observation of implements at work in the fields.
  - (b) Amount of work done in a given time and calculating cost.
  - (c) Making sketches.
  - (d) Where obtainable and approximate price,
  - (e) Dismantling and refitting of ploughs, fodder-cutter, and cane-crusher.
  - (f) Simple repairing of tools.
2. Farm crops and vegetables.      The pupils would continue to work in their plots and grow seasonal vegetables and crops. They would keep accounts of all the expenditure incurred and work out profit and loss.
3. Manure.      Compost making from available refuse and its use for crops and vegetables. Preparation of leaf-mould and its use for flower cultivation, preserving farm-yard manure and its use for crops.
4. General observations.      Observations to be made on various agricultural operations i.e. threshing, winnowing, gur and sugar making, rice pounding, oil-seeds pressing, cotton ginning and pressing, rope and basket making. These operations may be done by the boys themselves where facilities are available.
5. Insects.      As in the VII class.

#### *Theoretical.*

1. Crops.      Study of important farm crops and vegetables under the following heads:—
  - (a) Soil requirements.
  - (b) Preparation of seed bed and manuring.
  - (c) Seed rate, time and method of sowing.
  - (d) Irrigation, hoeing and weeding.
  - (e) Time of harvesting, yield and marketing.
  - (f) Food values and uses.
  - (g) Insects and fungus diseases and their control
  - (h) Selection and storage of seeds.



- (i) Improved varieties.
2. Animal husbandry. Housing and feeding of cattle, importance of sanitation, selection of a good bull, an ox, a buffalo, a goat and a cow. Value of pork, lard, bacon and pig-hide and bristles. Various feeds and fodders. Castration; few common cattle diseases and their prevention and treatment. Simple idea of different dairy products, milk, butter, lassi, ghee, cheese. Rations for draught and milch cattle.
3. Co-operation. Co-operation in agriculture and its advantages. Village credit and Co-operative Societies. Consolidation of holdings.
4. Insect pests, and diseases. Study of the following insect pests and fungus diseases and their control measures:—
- (a) Cotton boll-worm.
  - (b) Sugar-cane borer.
  - (c) Rice-hipsa.
  - (d) Grass-hoppers, crickets, and Cut worms.
  - (e) White ants.
  - (f) Aphis.
  - (g) Hadda [Epilachna Beetle].
  - (h) Kaddu-ki-Lal Bhundi [Red Pumpkin Beetle].
  - (i) Locust.
  - (j) Cabbage butterfly.
  - (k) Insects attacking stored grains [Khapra, Susri and Dhora].
  - (l) Plant diseases: Sugar-cane red-rot; rust, smut, & ear cockle of wheat only; gram, potato and sarsun blights, damage caused by field rats.
5. Soil erosion (continued.) Its prevention by terracing Vat Bandi (ridging) embankments, level of fields, training of chos with special reference to the districts of Hoshiarpur & Ambala and work done by the Forest & Co-operative Departments.
6. Farm accounts. (a) Maintenance of accounts of students' plots.  
(b) Maintenance of cultivation sheet for crops and vegetables.  
(c) Field calendar.
7. Mechanical cultivation. Some idea of mechanical cultivation and its scope in the province, tractors, country and improved implements, difference in their make and work, advantages of using improved implements.



## DOMESTIC SCIENCE.

## CLASS V.

Syllabus for cooking shall be the same as indicated in the case of Basic Schools. for this class under Practical work, item 11, page 10.

## CLASSES VI, VII, VIII.

## 1. Cooking.

1. Principles and methods of cooking, how to avoid loss of vitamins in cooking, planning meals so as to get a balanced diet. Careful accounting of prices.

## 2. Household cooking.

Dal and rice.

Chapati and Bhaji.

Dahi and cheese.

Kedegree (Kichri).

Rice Khir.

Phirni.

Sumosa.

Halva.

Raita.

Lemon water and fruit juices.

Puries.

Making of tea and cocoa.

Cooking eggs (boiling, frying), poaching, scrambling, omelet, (two varieties to be chosen).

Zarda.

Pulao (vegetable or meat).

Curries. (-do-)

Kabab (any one kind).

Phulkas.

Kachories.

Pakauras and vegetable cutlets.

Chutneys or sweet making or salads or jams, achars and stewed fruits and any two kinds of sweets e.g. rasgula, gulab jaman, barfi etc.

Any two varieties to be chosen by the teacher.

## 3. Invalid cookery.

Soup meat or vegetable, patli khichri.

Sago dana.

Egg-flip.

Barley-water.

Cup of arrow root or cornflour or rice water.

Dalya.

Sujee.

Boiled custard or whey (Dahi water).

Fruit juice.



4. Serving of meals.
  5. Cleaning utensils,—brass, china etc. Cleaning the kitchen and furniture and polishing furniture.
2. *Laundry.*
1. Laundry theory.

## CLASSES VI, VII, VIII.

## TEXTILES.

Animal fibres, vegetable fibres, artificial fibres, mineral fibres.

Their properties and manufacture and protection against insects, especially care of warm clothing in summer season.

2. Laundry practical.

NOTE:—Use of reeta-nuts and other indigenous products desirable.

## CLASS VI.

## Practical work

1. Steeping, washing, boiling, rinsing, blueing, damping, folding, and ironing of small white cotton articles, e.g. rumals.
2. Steeping, washing, rinsing, damping, folding and ironing of coloured cotton articles, e.g. small kurtas or kameez. Washing and finishing of fast coloured cotton materials, simple dyeing of dupattas and finishing.

## CLASS VII.

## Practical work

1. Preparation of gum water, soap-jelly, washing, rinsing, starching, ironing and folding woollen garments and silk garments.
2. Simple vegetable stain removing, tea, coffee, fruit and curry stains, and washing of cotton and silk-net dupattas.

## CLASS VIII.

## Practical work

1. Outlining of woollen georgette and net articles for retaining shape. Washing, rinsing, folding and pressing of woollen and silk garments.
2. Washing of embroidered table and tray covers. Removal of vegetable stains, curry stains, blood stain, grease stain, rust stain, iodine and paint stains.

## SPINNING AND WEAVING—(CLASSES VI-VIII).

## CLASS VI

1. Practice in the following processes will be continued from the Junior Basic stage.
- [a] Cultivation of cotton in the field.



- [b] Spinning.
  - [c] Carding.
  - [d] Dyeing of Yarn.
  - [e] Duree and Niwar weaving.
2. In addition the following processes of weaving will be taught.
- [a] Reeling.
  - [b] Piecing.
  - [c] Warping.
  - [d] Spreading and sizing,
  - [e] Double warp weaving on the hand loom.
  - [f] Finishing.
3. Dyeing of cloth [four colours].

#### CLASS VII.

1. Practice of the processes already learnt to be continued.
2. Finer Designing in Duree and Niwar weaving.
3. Weaving of plain cloth or twill with stripe and check effect.
4. Dyeing with fast colours.
5. Simple Calico printing.

#### CLASS VIII.

1. Practice of the various processes already learnt in classes VI and VII to be continued.
2. Fitting up of simple loom.
3. Designing of prints for cloth.
4. Bleaching, washing of cotton textile and drying, cleaning of woollen garments.
5. Planning and simple calculation of cost for cotton or woollen textile.



## संस्कृत पाठ्य-क्रम

## संस्कृत छठी श्रेणी

१. वृत्त विचार अक्षरों तथा मात्राओं का पूर्ण ज्ञान । अक्षरों की ध्वनियाँ, संयुक्त अक्षर ।
२. स्वरांत शब्दों के रूप सब कारकों में :—
  - (१) अकारान्त—पुलिङ्ग और नपुंसकलिङ्ग में ।
  - (२) इकारान्त और उकारान्त पुलिङ्ग और नपुंसकलिङ्ग में ।
  - (३) आकारान्त स्त्रीलिङ्ग में ।
३. सर्वनाम—(१) सर्व, तत्, किम्, यत् पुलिङ्ग और नपुंसकलिङ्ग में ।  
(२) अस्मद् और युष्मद् ।
४. बीस तक संख्यावाचक शब्दों का साधारण ज्ञान ।
५. अत्रि, दिवादि, तुदादि, चुदादि गणों के परस्मै पदी, सरल धातुओं के रूप लट लङ लोट और विधि लिङ्ग में ।
६. लृट् लकार में निम्नलिखित धातुओं के रूप —  
षठ् पठ् बद्ध्, गम दा, पा, हा, स्था
७. सरल उपसर्गों का धातुओं के साथ प्रयोग ।
८. सरल धातुओं के क्त्वा, क् कृदन्तों का प्रयोग ।
९. इन उपयोगी अव्ययों का प्रयोग —  
यत्र, तत्र, कुत्र, यथा, तथ, कथं, कदा, तदा, यद्, अद्य, अहः, हाः अधुना, यदि, अपि ।
१०. स्वर सहित संस्कृत पद्यों का शुद्ध उच्चारण युक्त अभ्यास (Recitation) ।
११. दस सुभाषित और सूक्तियों का कण्ठस्थ करना ।
१२. सरल हिन्दी से संस्कृत में तथा सरल संस्कृत से हिन्दी में अनुवाद ।

नोट — इस श्रेणी के लिये एक पेसी ६४ पृष्ठ की पाठ्य पुस्तक नियत की जाये जिस में ऊपर दिये गये पाठ्य क्रम के आधार पर संस्कृत के पाठ्य विषय, व्याकरण तथा अनुवाद की शिक्षा क्रमबद्ध हो । व्याकरण की पृथक् पुस्तक न होगी । इस श्रेणी में पढ़ाये हुए व्याकरण का विषय पाठ्य पुस्तक के अन्त में परिशिष्ट में संक्षिप्त रूप से दिया जाय ।



## सातवीं श्रेणी

१. स्वर सन्धि (दीर्घ और गुण वृद्धि) सरल हल्, सन्धि तथा सरल विसर्ग सन्धियों का ज्ञान ।
२. (i) ईकारान्त { स्त्री लिङ्ग शब्दों के रूप  
ऊकारान्त }  
(ii) ऋकारान्त पुलिङ्ग और स्त्रीलिङ्ग में ।  
(iii) छठी श्रेणी में पढ़े गये शब्दों की आवृत्ति ।
३. छठी श्रेणी में पढ़े हुए सर्वनामों की पुनरावृत्ति । तथा एतद् और इदम् के रूप
४. पच्चास तक संख्यावाचक शब्दों का ज्ञान ।  
संख्यावाचक—एक द्वि, त्रि चतुर्थ के रूप ।
५. छठी श्रेणी में पढ़े भ्वादि, दिवादि, चुरादि, गणों के परस्मैपदों धातुओं की पुनरावृत्ति और इन्हीं गणों के सरल आत्मने पदी धातुओं का लट लङ लोट विधिलिङ में, तथा शेष गणों के विशेष धातुओं के रूप ।
६. लृट लकार में निम्नलिखित धातुओं के रूप तथा पिछली श्रेणी में पढ़े लृट लकार के धातुओं के रूपों की पुनरावृत्ति ।  
हन्, भू, कृ, ह, स्मृ, जि, नी श्रु —
७. उपसर्गों का धातुओं के साथ प्रयोग तथा सरल उपपद विभक्तियों का प्रयोग ।
८. सरल धातुओं का-क्त-क्त्वान्त-तुमुन्नन्त, कृदन्त और उनका प्रयोग ।
९. अधिक २ योगी अव्ययों का वाक्य में प्रयोग ।
१०. पन्द्रह सुभाषित और सूक्तियों का कण्ठस्थ करना स्वर सहित सँस्कृत पद्यों का शुद्ध उच्चारण युक्त अभ्यास (Recitation)
११. सरल हिंदी से सँस्कृत में तथा सरल सँस्कृत से हिंदी में अनुवाद ।

नोट — इस श्रेणी के लिये एक पाठ्य पुस्तक ऐसी नियत की जाये जिस में ऊपर दिये गये पाठ्य-क्रम के आधार पर सँस्कृत के पाठ्य विषय व्याकरण तथा अनुवाद की शिक्षा क्रमबद्ध हो । पाठ्य विषय सुगम भारतीय सभ्यता तथा सँस्कृति के अनुकूल तथा राष्ट्रीय भावनाओं से युक्त हो-पृष्ठ संख्या ८० से अधिक न हो । व्याकरण की पृथक पुस्तक न होगी । इस श्रेणी में पढ़ाये हुये व्याकरण का विषय पाठ्य पुस्तक के अन्त में परिशिष्ट रूप में संक्षिप्त रूप में दिया जाय ।



## आठवीं श्रेणी

१. पठित सन्धियों की आवृत्ति शेष । स्वर सन्धियां, व्यञ्जन तथा विसर्ग की मुख्य सन्धियां ।
२. (१) छठी सातवीं में पड़े गये शब्दों के रूपों की आवृत्ति ।  
(२) ओ तथा औ अन्तवाले शब्दों के रूप ।  
(३) उपयोगी व्यञ्जनान्त शब्दों के रूप सब कारकों में ।
३. छठो तथा सातवीं में सीखे हुए सर्वनामों की आवृत्ति तथा इदम्-अदम् के रूप ।
४. सौ तक संख्यावाचक शब्द । तुलनात्मक विशेषण ( तर तम के योग से ) ।
५. भ्वादि, दिवादि, तुदादि, चुरादि गणों के परस्मै पदी और आत्मने पदी सरल धातुओं के रूपों का लट, लङ, लोट और विधिलिङ में अभ्यास तथा आवृत्ति । शेष गणों के मुख्य धातुओं का प्रयोग ।
६. लृट लकार में निम्नलिखित धातुओं के रूप-कथ, चुर, क्षिप, भिद, दृश, प्रच्छ मुच, अत, याच, वन्द, सह, सेव ।
७. उपसर्गों तथा उपपदी विभक्ति का विशेष ज्ञान तथा प्रयोग ।
८. सामान्य शिजन्त (प्रेरणार्थक) क्रियाएं ।
९. क्वत्, शत्, मान, तव्य, अनीता, कृदन्त प्रत्यय ।
१०. तीनों वाच्यों का साधारण ज्ञान ।
११. द्वन्द्व, तत्पुरुष तथा स्त्री प्रत्ययों का साधारण ज्ञान ।
१२. उपयोगी अव्ययों का प्रयोग तथा स्त्री प्रत्ययों का साधारण ज्ञान ।
१३. स्वर सहित सँस्कृत पद्यों का उच्चारण युक्त अभ्यास (Recitation)
१४. बीस सुभाषित और सूक्तियों को कण्ठस्थ करना ।
१५. सरल हिन्दी से सँस्कृत में तथा सरल सँस्कृत से हिन्दी में अनुवाद ।

नोट — इस श्रेणी के लिये एक पाठ्य पुस्तक ऐसी नियत की जाये जिस में ऊपर दिये गये पाठ्य-क्रम के आधार पर सँस्कृत के पाठ्य विषय व्याकरण तथा अनुवाद की क्रमबद्ध शिक्षा हो । इस पुस्तक में विद्यार्थियों को सँस्कृत के सरल साहित्य से भी परिचित कराया जाये । पुस्तक की पृष्ठ संख्या १०० से अधिक न हो । व्याकरण की पृथक् पुस्तक नियत न की जायेगी । इस श्रेणी में पढ़ाये हुए व्याकरण का विषय पाठ्य पुस्तक के अन्त में परिशिष्ट में संक्षिप्त रूप से दिया जाय ।



## Persian Classes (VI — VIII)

### نصاب فارسی جماعت ہشتم

- پڑھنا :-  
انشاپر داری :-  
گرامر :-
- ۱۔ صفحات کی درسی کتاب -  
ترجمہ (اُردو سے فارسی)  
(۱) ۳۰۰ مصادر و مضارع بمعہ معانی -  
(۲) استعمال است و لود -  
(۳) فعل ماضی کی قسمیں -  
(۴) مرکب اضافی -  
(۵) مرکب توصیفی -

### نصاب فارسی جماعت ہفتم

- پڑھنا :-  
انشاپر داری :-  
گرامر :-
- ۵۰ صفحات کی درسی کتاب -  
ترجمہ (اُردو سے فارسی)  
(۱) فعل کی قسمیں -  
(۲) اسم کی قسمیں معنوں کے لحاظ سے -  
(۳) تذکیر و تانیث (درسی کتاب میں آموختہ)  
(۴) واحد و جمع (درسی کتاب میں آموختہ)  
(۵) مرکب اضافی (۱۰ اقسام شامل نہیں)  
(۶) مرکب توصیفی -  
(۷) مرکب عددی -  
(۸) مرکب عطفی -

### نصاب فارسی جماعت ہشتم

- پڑھنا :-  
انشاپر داری :-  
گرامر :-
- ۱۰۰ صفحات کی درسی کتاب -  
ترجمہ (اُردو سے فارسی)  
(۱) فعل کی اقسام -  
(۲) اسم کی اقسام -  
(۳) مجہول کی اقسام -  
(۴) واحد و جمع -  
(۵) تذکیر و تانیث -



**DRAWING.****CLASS V.**

The syllabus shall be the same as indicated under Class V. in case of Basic Schools in Chapter X.

**CLASS VI.**

- I. *Free Drawing* :- To be continued.
- II. *Memory Drawing* :- To be continued (sense of perspective to be developed).
- III. *Representation Drawing* :- To be continued.
- IV. *Lettering and Poster Drawing* :- To be continued. Printing of block letters and figures to be introduced.
- V. *Model Drawing* :- Models to be set for drawing should be of very simple nature at different levels and in simple positions as glass-funnel 'garvi, cups, jugs and book etc.
- VI. *Geometrical Drawing* :- To be continued. Geometrical terms and use of geometrical instruments explained, problems based on angles- triangles squares and oblong to be done.
- VII. *Design and colours* :- To be continued.

**CLASS VII.**

- I. *Free Drawing* :- To be continued.
- II. *Memory Drawing* :- To be continued and developed.
- III. *Representation Drawing* :- To be continued.
- IV. *Lettering and Poster Drawing* :- To be continued with the introduction of shades to the letters with suitable colours.
- V. *Model Drawing* :- To be continued. A group of two objects one cylindrical and the other rectangular to be placed below and above the eye level and slightly shaded with pencil, water colours or pastels.
- VI. *Geometrical Drawing* :- To be continued with the addition of polygons.
- VII. *Designs and colours* :- To be continued.

**CLASS VIII.**

- I. *Free Drawing* :- To be continued and developed.
- II. *Memory Drawing* :- To be continued, articles of more artistic but cosy shape to be drawn.
- III. *Representation Drawing* :- To be continued.
- IV. *Lettering and Poster Drawing* :- To be continued. Roman and small lettering be introduced.
- V. *Model Drawing* :- To be continued. A group of 3 models of typical and simple shape to be drawn and shaded in "Black and White", water colour or Pastels. details to be shown.

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- VI. Geometrical Drawing:—To be continued with the addition of simple exercises on circles.
- VII. Designs and Colours:—To be continued.
- VIII. Architectural Drawing:—Expression of simple articles of rectangular form in oblique and Isometric projections as small box— a piece of wood match box, sitting chouky, name plates etc. reading and giving of measurements, principles of Scale drawing to be explained.

*Note: Drawing.* All drawing is memory work for while one is drawing, he cannot look simultaneously at the object he is drawing. Whatever he draws is the result of reproduction from memory which he compares with the original, after he has drawn it.

*Object Drawing.* From the beginning real objects and not the charts and black board diagrams of the objects [which are second hand and imperfect information] as far as possible to be used. Objects chosen should be familiar objects of interest to pupils with little or no ornamentation on them. Where tone, either in colour or pencil is to be executed, a suitable fore ground and back ground should be arranged.

*Memory Drawing.* This subject should be taken regularly as a rule once a week for a few minutes. This is an important part of the child's education and should be constantly resorted to, and systematically practised. It increases the power of observation and by training the child to estimate length, breadth and proportion etc. with the eye, it cultivates confidence and self reliance. It also shows the teacher to what extent the lesson has been grasped. From 5 to 10 minutes is a sufficient time for the exercise. It should be done in the following way:—

A certain article notice for which is given 2 minutes before hand, will be set as memory test for 2 or 3 minutes and then removed.

When finished, the work should rapidly be criticised and the main and common errors shown and explained on the black board.

*Free Drawing.* Free Drawing is regarded as an important element in developing the power of observation and of exercising the reasoning faculties, in judging the appearances the main features and relative position and in cultivating the appreciation of the beauties of nature and art. The pupils should be encouraged to the out-door drawing from nature and animal kingdom

*Geometrical Drawing.* This is an important subject but past methods of teaching it were very uninteresting. This defect has to be eradicated by teaching the elements of geometrical drawing by means of real objects, having definite geometrical forms, instead of graphs and 'geometrical models'. Elements of perspective should also be incorporated with the teaching of geometrical drawing as early as possible.

*Colour.* Care should be taken that the colours applied do not get hard. Their softness must be maintained while mixing and applying. Simple colours, rough but artistic touches at the right place and in the right tone should be applied.



**ENGLISH.****SYLLABUS FOR CLASSES VI-VIII.****Objectives.**

1. The main emphasis of the work in English would be on comprehension. In future the chief benefit which students will derive from a knowledge of English will be the ability to read and understand books, children's magazines and papers written in English.
2. Oral work will have its place to the extent to which it helps in the achievement of the main objective and to enable pupils to speak correctly on things of every day interest.
3. At the end of three years, the scholar should be able to write in English very simple letters, descriptions, stories, and accounts of events.

**Readers.**

Readers shall be the basis of the work to be done. For each year there shall be a reader for intensive work and everything that is done oral work, written work, translation and grammar, shall be closely correlated with the reader. The contents of the Readers and supplementary reading are suggested as under:-

1. Personal Cleanliness.
2. Dietetics.
3. Good manners [Civic Sense]
4. Road Sense.
5. The world we live in, Travel, Discovery and Invention.
6. Our Government.
7. Our natural resources.
8. Our country.
9. Great men and women with special reference to our country.
10. Stories from our Literatures.

There shall be a basic vocabulary of 300 words for Class VI, with an additional 350 words for Class VII and another additional 350 words for Class VIII, giving a total of 1000 words for the three years course. In addition, authors and teachers shall have freedom to use an additional 50 words in Class VI, 100 words in Class VII, and 100 words in Class VIII.

The volume of reading matter will be as follows :-

**CLASS VI.**

Reader. 80 pages, including 4 nursery rhymes and illustrations, at least two of the rhymes to be remembered by heart. This Reader will include the Primer as well. It should be printed in 14 points type.

Supplementary Reading. 40 pages. The books are to be obtained from the school library and each book should ordinarily consist of 20 pages.

**CLASS VII.**

Reader. 100 pages, including 5 poems and illustration, at least two of the poems to be remembered by heart. It should be printed in 12 points type.

Supplementary Reading. 60 pages. The books are to be obtained from the



school library and each book should ordinarily consist of 30 pages.

#### CLASS VIII.

Reader. 125 pages, including 6 poems and illustrations, at least two of the poems to be remembered by heart. It should be printed in 12 points type.

Supplementary reading. 80 pages. The books are to be obtained from the school library and each book should ordinarily consist of 40 pages.

#### GRAMMAR BOOKS.

Note. The teacher will depend mainly for exercises and illustrative material on the Reader, which he or she is doing with the class.

The lists of words for each year are given at the end of the syllabus.

#### CLASS VI.

<i>Distribution of work.</i> 1st term.	Reader and oral work	4 periods
	Writing	1 period
2nd term } and 3rd term }	Reader [Including oral and written work]	3 periods
Grammar	[Oral and written]	1 period
Supplementary readers		1 period

#### ORAL WORK

[a] The first two or three weeks should be devoted completely to oral work. Questions and answers should be according to those in the first few lessons of the reader, which will be written with this end in view. After this preliminary oral practice, oral work will be done in conjunction with the work done with the reader and correlated with the reader.

[b] Oral drill on tenses, present indefinite, present continuous, to be followed by drill on the simple future, this to be followed by drill on the past indefinite and past continuous tenses. Drill should be given in connection with the verbs that occur in the reader, on the difference between the third person singular form and other forms in the present tense. This work should be correlated with the knowledge of the grammar of the mother tongue of the student.

[c] Substitution table work.

[d] Different exercises to test comprehension, e.g. translation of sentences in the reader into the Mother Tongue, completion of sentences, use of words in sentences.

#### THE READER.

Reading of the lessons in the reader. From the start the sentence



must be treated as the unit of thought. Recognition of individual words and then letters should follow.

It should never be forgotten that reading means "understanding" what is read.

There will not be time to teach students to use every word or phrase, but they should be able to understand the meaning of all, that is in the reader.

Later in the year when supplementary books have been begun, a beginning can be made with silent reading, and this can be stimulated by means of tests of comprehension, such as filling in blanks with appropriate words according to the content of the lesson, completing "true" and "false" tests, matching adjectives and nouns re-arranging jumbled words in proper sequence and so on. Care should be taken to see that the silent reading is really silent and that pupils read without moving their lips.

### Written Work

{Teaching of writing. Transcription.

[b] As progress in writing is made, exercises such as translation of sentences in the Mother tongue into English using words in sentences, completing sentences, and as suggested in connection with testing comprehension of matter read, can be given. Transcription should be extensively given throughout the year.

[c] Very simple dictation, to be given only to test spelling which has been carefully prepared.

### Grammar.

[a] Distinguishing nouns, pronouns, verbs, and adverbs.

[b] Drill in tenses; Present, indefinite; Present continuous; Past indefinite; Past continuous; Future Simple.

This shall be done with verbs that occur in the reader.

The teaching of grammar shall be based on the reader and shall be incidental to the work with the reader. As has been suggested, it may be either oral or, later in the year, written. There shall be no grammar book for this year. Grammar shall be taught with close reference to the grammar of the Mother Tongue, by comparison and contrast.

### CLASS VII

#### Distribution of work.

Reader and oral work.	...	... 2 periods.
Grammar, translation, and written work	...	... 2 periods.
Supplementary reading.	...	... 1 period.

#### Reading.

With intensive reader and with supplementary books, the emphasis will be on comprehension. Practice in silent reading shall be continued and emphasized.

Exercises, oral or written, to test comprehension such as the following should be given.

Translation of matter read into the Mother Tongue; questions asked on the subject matter of lessons. Statements are to be given on the subject matter of a lesson, some of which are correct and some incorrect and the student required to indicate by "Yes" or "No" which are correct and which are incorrect. A list of statements to



be given of which only one is correct, according to the subject matter of the lesson and the student required to indicate which is the correct statement. Completing incomplete sentences; filling in blanks with suitable words in a paragraph written on the subject matter of a lesson; matching questions and answers, nouns and adjectives; jumbled words are to be given to be put into correct order. Choosing the right meaning of a word or phrase from a number of alternatives.

#### Translation.

- [a] Substitution table work [oral]
- [b] Translation from the Mother Tongue into English with special emphasis on phrases and idioms of every day use.

#### Written Work.

- [a] Translation.
- [b] Spelling tested by dictation.
- [c] Exercises as suggested under reading and translation.
- [d] Writing of very simple short stories told by the teacher.
- [e] Writing of very simple letters.

#### Oral work.

This will be mainly based on the reader and consist of questions and answers. Substitution table work will be oral, and exercises suggested under reading and translation can also be done orally. Very short simple stories may be related, and dialogues and playlets used. It is unlikely that there will be time for the latter during school periods, but they may be a part of extra-mural activities.

#### Grammar.

- [a] As before this will be closely correlated with the reader. Drill on the main tenses will continue, and the past perfect and present perfect tenses will be dealt with.
- [b] Plurals and masculines and feminines of nouns and pronouns which come in the reader,
- [c] Comparison of ordinary and common adjectives.
- [d] Dividing sentences into subject and predicate.
- [e] Punctuation with special reference to the use of Capital letters and Full Stop.
- [f] Practice with common prepositions.
- [g] Formation of sentences indicating questions and orders, positive and negative forms.

There should be a simple grammar book with explanations in the Mother Tongue.

### CLASS VIII.

#### Distribution of work

Reader and oral work	...	... 2 periods.
Grammar, translation and written work	...	... 2 "
Supplementary reading	...	... 1 .



## Reading :-

As for the 7th Class with exercises of greater difficulty.

## Translation.

As for the 7th class, but with sentences of greater difficulty.

The work shall be correlated with the reader.

## Written work.

Stories and letter-writing. Exercises as in 7th class but of greater difficulty.

Spelling to be tested by dictation.

Written exercises in connection with grammar.

Easy descriptions of common objects or happenings.

Oral work,

Work in connection with the reader.

Relating stories.

Dialogues and playlets, these are to be extra-mural as in the 7th class.

## Grammar.

Drill on tenses as before. The infinitive and participles.

Sequence of tenses.

Active and passive voices.

Cases of nouns and pronouns.

Prepositions, conjunctions and adverbs.

Analysis of very simple sentences.

Easy conversion from direct speech to indirect and vice versa.

There should be a simple grammar book for work in this class with explanations in the Mother Tongue. It should be correlated with the reader.

## Note on Grammar.

Grammar work should be purely incidental in the 6th class; but more formal in the 7th and 8th classes. Even here it should be practical, that is, related to the work of the readers and the requirements of the readers. Grammar should be looked on as a means and not as an end and should be taught as an aid to comprehension and expression. There should be no grammar book in the 6th class but simple books with explanations in the Mother Tongue are to be prescribed for the 7th and 8th classes. Translation exercises could also be given in these books.



## Basic Vocabulary.

## Class VI.

a	call	father	him
about	40. can	find	his
after	cart	finger	home
again	cat	80. fire	horse
all	chair	first	hot
also	chalk	floor	120. hour
always	class	flower	how
am	clean	foot	I
an	clock	for	if
10. and	clothes	four	in
answer	cloud	five	ink
any	50. coat	friend	is
are	come	fly	it
arm	could	90. from	its
ask	cold	fruit	jump
at	colour	game	130. key
back	cut	garden	kind
bad	daughter	get	knife
ball	day	girl	know
20. be	dear	give	last
because	did	go	learn
bed	60. dig	good	lesson
before	dirty	great	let
begin	do	100. green	letter
bench	does	ground	like
between	dog .	grow	140. little
bird	doing	had	left
black	door	hand	leg
blue	down	happy	long
30. board	drink	hard	look
book	ear	has	live
box	70. eat	have	make
boy	eight	he	man
bring	evening	110. head	many
brother	eleven	hear	me
but	eye	help	150. milk
buy	face	her	month
by	fall	here	moon



morning	190. ready	stop	very
mother	red	story	village
mouth	right	street	walk
much	river	230. strong	wall
my	road	sun	want
map	room	talk	was
name	run	table	270. wash
160. near	sad	take	water
never	say	teach	weak
new	school	tell	we
next	200. seat	ten	week
night	see	than	well
nine	sell	thank	were
no	send	240. that	wet
nose	second	the	what
now	seven	their	when
odd	shall	them	280. where
170. of	she	then	which
on	shirt	there	who
old	shoe	these	why
one	210. short	they	will
only	should	thing	window
open	show	think	with
other	shut	250. this	woman
our	sister	those	wood
out	sit	three	word
over	sky	to	290. work
180. paper	six	today	white
pen	sleep	tomorrow	whole
pencil	small	touch	would
picture	220. smell	tree	write
plant	so	twelve	wrong
play	soft	two	year
put	some	260. under	yes
question	son	up	yesterday
rain	stamp	us	you
read	stand	use	300. young



## Class VII

able	bicycle	desire	fat
above	bite	die	110. fertile
account	blow	different	field
across	40. boat	dinner	fill
add	both	dirt	finish
afraid	bottom	divide	form
against	branch	doctor	former
age	brave	80. done	free
ago	bread	draw	front
10. air	breakfast	drive	full
almost	bridge	drop	future
alone	brown	drown	120. gain
among	burn	during	glass
animal	50. business	dust	gentleman
another	butter	duty	God
appear	call	each	gold
around	captain	early	half
article	case	90. east	hall
as	certain	egg	hard
20. asleep	change	either	happen
attention	city	end	health
aunt	climb	else	130. heat
awake	coal	empty	hide
away	60. comb	enough	high
bag	complete	equal	hill
bank	cost	even	hold
bath	country	every	holiday
beautiful	cook	100. except	honest
beat	crop	exercise	hungry
30. been	crowd	fact	husband
being	cry	fail	hut
behind	cup	fall	140. ice
belong	cut	family	idea
better	70. dark	far	indeed
best	date	farm	instead
bell	deep	farmer	into



iro	meal	outside	salt
join	mile	page	save
joy	mind	part	see
judge	minute	220. past	second
just	mistake	pay	seed
150. king	money	people	seem
knee	more	perhaps	seen
kneel	most	pick	260. servant
lady	music	piece	several
land	190. mountain	pin	shallow
language	must	place	sheet
late	narrow	plan	shine
atter	nature	poem	ship
laugh	necessary	230. point	shop
lay	need	poor	side
160 lead	needle	possible	silver
leaf	neighbour	post	since
length	nephew	present	270. size
leg	news	price	slow
lift	200. neither	probable	snow
life	niece	promise	soap
light	noise	proud	soldier
less	none	pull	sometimes
least	noon	240. pump	sound
line	nor	punish	south
170. list	north	quarter	speak
listen	nothing	queen	spend
lose	number	quick	280. spin
loss	obey	quite	spit
love	210. off	real	spring
lot	officer	reply	start
low	often	rich	station
market	oil	ride	stay
master	once	250. ring	steps
matter	order	rise	still
180. may	ought	safe	store



	succeed		thus		unless		wide
290.	sugar		ticket		until		wife
	summer		till		uncle		wind
	supper		time		understand		winter
	sure		together		visit	340.	win
	surprise	310.	tooth		walk		worse
	sweet		top		wait		worst
	swim		towel		wear		wise
	tea		town		weather		wish
	team		train	330.	weight		without
	term		trouble		west		world
300.	therefore		true		wheat		warm
	thin		try		whether		way
	thirsty		turn		whom		yard
	though		twice		whose	350.	young
	through	320.	ugly				



## Class VIII

accident		breath		death		fix
act	40.	breathe		decide		flat
according		bright		defend		follow
advice		build	80.	depend		foolish
afternoon		burst		describe		force
agree		bush		destroy	120	forest
alive		bury		difficult		forgive
aim		busy		direction		forget
allow		calm		disappoint		forward
10. alone		car		distant		freedom
along		care		discover		fresh
already	50.	careful		dream		figure
amount		carriage		dress		fright
amuse (ment)		carry	90.	earn		further
anger		cause		earth		general
angry		chance		easy	130	grateful
anxious		cheap		edge		growl
army		clear		effort		group
arrange		chief		electricity		grey
20. anything		choose		enemy		guess
ashamed		close		enjoy		gun
attack	60.	clever		escape		hardly
autumn		comfort		exact		habit
bake		comfortable	100	examination		hang
bang		common		example		harm
battle		companion		excite	140.	hat
behave		company		expect		hate
beauty		complain		explain		heavy
beginning		condition		failure		height
30. believe		corn		fair		hire
bend		corner		famous		history
besides	70.	count		fast		hope
blood		course		fault		hotel
bone		cover	110.	fear		hunger
born		crack		feed		hunt
borrow		cruel		feel	150.	hurt
bravery		danger		few		hurry
break		dead		fight		idea



illness	message	pocket	270. sand
imagine	middle	position	set
important	might	pound	secret
interest	million	pour	selfish
island	mind	practice	separate
jewel	miss	practise	serve
joke	mix	praise	shadow
160. journey	mixture	pray	shake
justice	200. moment	pretty	shame
keep	move	240. prince	shape
kill	movement	print	280. sharp
kindness	Mr. Mrs.	prison	shoulder
kitchen	nature	protect	sign
knock	news	prove	sight
knowledge	note	purpose	silk
lamp	notice	push	simple
lake	obedient	quarrel	sing
170. law	o'clock	quiet	sink
leather	210. office	railway	slip
leave	opposite	250. raise	smile
lend	owe	rather	290. sir
loose	pain	reach	smoke
library	paint	reason	sorrow
machine	palace	receive	sorry
mad	pair	remember	sort
manage	parcel	rest	spoil
march	pardon	result	spread
180. mark	path	rob	square
marry	220. particular	rock	stairs
match	patient	260. roof	star
matter	pass	rope	300. state
mean	person	roll	steal
meat	pecae	rough	stick
measure	plate	round	stone
meet	please	rule	storm
melt	pleasure	rub	straight
memory	plenty	rush	strange
190. mend	police	sake	stream
merchant	230. polite	same	stretch



strength	320.	tear	tool	voice
310. strike		temper	trade	war
study		terrible	towards	waste
subject		thief	travel	watch
such		thick	treatment	wicked
success		thousand	trick	width
sudden		thunder	usual	wheel
suffer		third	useful	wonder
speed		tie	value	worth
tall		tired	340. valuable	350. yet
taste	330.	too		



## MUSIC

*[Classes VI, VII and VIII].*

*Introduction.* The syllabus of music for classes VI, VII and VIII is partly a continuation of the syllabus of classes I to V and partly an introduction to classic Hindustani music. Group singing of religious songs, dhuns, national songs and folk songs will be continued ; at the same time children with musical gift will begin formal training in classical music. The system recommended is that of Bhatkhande which has been accepted as the Bhatkhande University of Music and most of the Universities of North India. Tanpura and tabla should be used, as accompaniments to singing and the use of harmonium should be disallowed.

As regards national songs all pupils should be able to sing the following two in tune and time :—

- [I] Jana Gana Mana.
- [II] Bande Matram.

## CLASS VI.

1. Knowledge of all the twelve notes of Hindustani music.
2. Alankaras in Shuddha notes.
3. Sargam and songs in the following Ragas :—  
[i] Yaman Kalyan, [ii] Bilawal, [iii] Bhupali, [iv] Kafi.
4. Tal-Trital.
5. At least two songs each from the following :—  
Guru Nanak, Kabir.
6. Shabads from Granth Sahib.
7. National songs.
8. Folk songs and popular songs.

## CLASS VII.

1. Revision of the syllabus prescribed for Class VI.
2. Sargam and songs in the following Ragas :—  
[i] Bhairavi, [ii] Asavri, [iii] Khamaj, [iv] Des.
3. Tal. Dadra and Kaharwa.
4. Bhajans- at least 2 each from the following saints :—  
Surdas, Mirabai.
5. Shabads from Granth Sahib.
6. National songs.
7. Folk songs and popular songs

## CLASS VIII.

1. Revision of the syllabus prescribed for Classes VI and VII.
2. Sargam, Lakshan geet and songs in the following Ragas :—  
[i] Bhairav, [ii] Bihag, [iii] Bhimpalasi, [iv] Hamir [v] Sarang.



3. Talas. Knowledge of Ektal and Jhaptal.
4. Definition of Saptak, Thata, Raga, Alankar, Sware, Shuddha, Kamal, Tals.
5. Knowledge of the ten Thatas of Indian music.
6. Bhajans from the following saints in addition to those mentioned in the syllabus of classes VI and VII :—

Tulsidas, Raidas, Dadu.

[i] At least one Bhajan each from the following saints from other provinces of India :—

Tukaram [Maharashtra], Vidyapati [Bihar], Chandidas, Tagore [Bengal], Narsingh Mehta [Gujarat], Thyagaraya [S. India].

7. National songs.
8. Folk songs and popular songs.

*N.B.* Tests in music will be only practical for classes VI and VII and both theoretical and practical for class VIII.

## TAILORING

(Classes VI-VIII.)

### CLASS VI.

- [1] Cutting out a Kamiz, Jumper and petti coat or Pyjama, the garments should be first cut out in paper and then in material.
- [2] Sewing from the above by hand one garment and the other two to be machined.

### CLASS VII.

- [1] Cutting out a shirt, salwar and a waist coat or frock to fit themselves or a friend. The garment should first be cut out in paper and then in material.
- [2] Making one of the above by hand and one by machine.
- [3] Embroidery on one garment made.

### CLASS VIII.

- [1]. Cutting out first in paper and then in material, knicker, combination, Jangia, Kachha or frock with smocking for a child up to six years of age.
- [2]. Sewing one by hand and one to be made up by the machine.

*Note :* [1] By the end of Middle stage the student must be able to do darning, patching [Calico print and flannel patches] seams [Run and fell French and flannel] hemming, binding, pleating and gathering into a band, sewing on of tapes and buttons, button-holing. These should be repeated from VI to VIII. Pupils should have some idea of the cloth and cost of each article.

## NEEDLE WORK.

### CLASS VI.

- [1] Tracing. Embroidery on a table cloth.



- [2] Knitting a vest for themselves.
- [3] Croaching lace for a petticoat or tea cloth.

## CLASS VII.

- [1] Tracing Embroidery on a garment.
- [2] Making a dasuti towel with hem-stitch and marking one's initials in Cross stitch.
- [3] Knitting a pull over with long sleeves.

## CLASS VIII.

- [1] Jali Embroidery and Kashmiri Stitch and three other types of stitches.
- [2] Dasuti Table cloth with hem-stitching and kashida or Chob-work or any indigenous embroidery.
- [3] Knitting a child's socks, vest and frock or coat.



## CHAPTER XXIII

Suggestive allotment of periods per week to the various subjects in Classes V, VI, VII and VIII in Schools other than Basic.

## CLASS V.

## CLASSES VI, VII &amp; VIII.

## 1. Language.

[a] Mother tongue.	9 periods per week.	8 periods per week.
[b] Second Regional Language.	4 " " "	3 " " "

2. *Mathematics.*

6 " " "	6 " " "
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[Elementary Arithmetic for Class V]

[Algebra, Geometry and Elementary Mechanics to be added from Class VI]

[In the case of girls "Arithmetic" with special emphasis on household accounts].

*Social Studies.*

[a] History & Civics with special reference to current events	} 5 " " "	} 5 " " "
[b] Geography with emphasis on trade & commerce.		

4. *Every Day Science.*

[a] Health Education. (Physiology & Hygiene Sanitation & home nursing)	6 " " "	3 " " "
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5. *Recreational Activities.*

(Physical drill, community singing, Dramatics and games). (This would be a non-examination subject)	6 " " "	5 " " "
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6. *Practical Arts.*

(a) Agriculture with special reference to 'Soil Conservation Measures' (for girls Domestic Science will be an alternative subject)	4 " " "	4 " " "
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- [b] Craft or crafts suited to the district and locality, e.g. Spinning & Weaving or Wood work or any other suitable crafts with the previous approval of the department, 4 period per week

*Note.* Two periods at a time on consecutive days to be given.

7. *Elective Subjects.* ... 10 periods per week  
(5 periods for each subject taken)

- [i] Classical languages.
- (ii) Drawing.
- [iii] English.
- [iv] Music.
- [v] Needle work [for girls]
- [vi] Tailoring.

*Note.* [1] For Class V there will be only six subjects i.e. 1 to 6 and in Classes VI, VII and VIII ; each pupil will take up two elective subjects out of group 7.

*Note.* [2] Working hours.

Winter.— Six hours daily excepting Saturdays when the duration will be two hours and 40 minutes.

Summer— Five hours daily excepting Saturdays when the duration will be two hours and 20 minutes.

*Duration of periods.*

Winter.— 40 minutes each.

Summer— 35 minutes each before recess and  
30 minutes each after recess.

There will half holiday on Saturdays and 40 minutes recess on all other days and morning assembly will have ten minutes each day in addition to the working hours noted above

*Note.* [i] In Schools where Agriculture is not taught in V Class all the 8 periods will be devoted to other craft or crafts.

*Note.* [ii] For VI, VII and VIII Classes, Agriculture will be alternative to other craft or crafts or Domestic Science in the case of girls.

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